



Takarabako

たからばこ

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Feature

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日本の小学生生活

The Lives of Japanese Elementary School Students

Hi, Nice to Meet You, We're
Grade 6 Class 1 of Sakura
Elementary School



Join us at the Deai Photo
Essay Cafe!
Where Youth from Around
the World Communicate
Through Photo Essays



<http://www.tjf.or.jp/photoessaycafe/>

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practice of placing the Japanese
surname first.

Deai in the Social Studies Classroom

In 2001, 3000 sets of TJF's photo teaching resource kit *Deai: The Lives of Seven Japanese High School Students* were produced and donated to junior and senior high schools with Japanese language programs in the United States, Australia, New Zealand, Great Britain, China, Korea, and other countries.

About 800 sets of the Deai kit were donated to schools in the United States and the resources are currently being used widely in the teaching of Japanese. The value of the materials in the kit, presenting a vivid picture of the daily lives and personalities of seven real high school students for the teaching of cultural understanding, has also earned broad recognition. In 2003, in conjunction with its educational projects launched in commemoration of the 150th anniversary of Commodore Matthew C. Perry's first visit to Japan in 1853, the Japan Foundation Center for Global Partnership (CGP) provided funding for further distribution of the Deai kit and support for a curriculum development project for understanding Japan and education for cultural understanding in social studies in elementary and secondary schools in the United States. The project was entitled "Snapshots from Japan: The Lives of Seven Japanese High School Students." This was a welcome development for TJF, which readily agreed to the distribution of the Deai kit for social studies teaching programs.

To lead the curriculum development team for this project, TJF introduced Lynn Parisi, director, Program for Teaching East Asia at the University of Colorado. Parisi, who is widely known as a specialist in the teaching of East Asia in the schools, had worked with TJF in the production of the Deai resource. Working with her on the CGP project were Mary Hammond Bernson (East Asia Center, University of Washington), Kathleen Woods Masalski (Five College Center for East Asian Studies), and Linda S. Wojtan (National Clearinghouse for U.S.-Japan Studies). TJF is deeply grateful to have had a group of such highly respected specialists in Japan-related curriculum studies engaged with this project.

After work continuing for more than a year, the curriculum materials were published in October 2004. At the annual meeting of the National Council of Social Studies (NCSS) held in Baltimore, Maryland Nov. 18 to 21, 2004, a workshop was held to announce the publication of the unit and explain its application. Attending the workshop were 18 social studies teachers who take up Japan frequently as part of their teaching about geography, history, social studies, and global studies at junior and senior high schools. They showed great interest in the new curriculum unit and the Deai kit and commented that it seemed sure to be extremely useful in their teaching.

All of the lessons meet U.S. national standards for social studies and admirably reflect the original objectives of TJF in creating the photo resource kit. The curriculum unit, which is to be used in conjunction with the Deai kit, is composed of 3 sections (16 lessons). It also contains supplementary information on Japanese geography, history, education, population, environment, and other topics for use in planning lessons. The 16 lessons includes Locating and Placing Seven Japanese Students, A Look at Japanese Society Through the Family, Building Bridges Through Language, *Bento* or Burger? Changing Diets in Japan, J-Pop, Anime, and Manga: What's Popular in Japan Today?, Connecting to History, Caring for the Environment: Focus on Recycling, Japan in Today's World: Let's Go Yokohama!

These lessons have much to offer Japanese-language teachers as well. Curriculum materials with these lessons will be available for download on the CGP website in the near future.

A series of workshops to present the unit to social studies teachers and explain its uses were held as of the end of March 2005 and participating teachers will receive copies of the program components, the Deai photo resource kit and the curriculum unit. It is exciting to think of the many new encounters that will be unfolding between the seven Japanese high school students and their counterparts in secondary schools across the United States.

日本の小学生生活

The Lives of Japanese Elementary School Students

Hi, Nice to Meet You, We're Grade 6 Class 1 of Sakura Elementary School

▶▶▶ <http://www.tjf.or.jp/takarabako/index.htm>



Four pages of *Takarabako* will be devoted to introducing and providing a wide variety of resources and information, mainly about the lives and culture of Japanese young people. Three pages will present various ideas and teaching plans for using these materials in the classroom. This issue features "The Lives of Japanese Elementary School Students," a photo resource that will be available on the TJF website starting in April 2005.

はじめまして
サクラしょうがっこう
6ねん1くみです



What is Grade 6 Class 1 like?

■ **Our class:** Our class of 28 students is made up of 14 boys and 14 girls. We try hard to cooperate with each other in everything we do. This way, we come up with a lot of good ideas. It's a very fun class where both boys and girls get along really well.

■ **Our teacher:** Our teacher is a woman. She was our homeroom teacher for 5th grade, too. Our teacher talks a lot and her pet phrase is "... *desho?*" ("Don't you think so?"). We have lots of fun in our classes thanks to our chatty teacher.

■ **Our school:** There are about 500 students at our school. The school field is not very big but it has four large ginkgo trees, the hallmark of our school. There is also an animal shed where we keep chickens, rabbits, and pigeons. Our school was founded about fifty years ago. Even though the school field is small and the school building is old, we love this school because we have a lot of fun with our friends here. Also, we're really attached to the school since we've been coming here for six years.

■ **Our town:** Our town is in the middle of Tokyo. Even though it's in a large city, the town we live in is a quiet residential area. You can buy anything you need at our big supermarket and convenience stores. Shopping is very convenient in our town.

Taken from a letter written by the students. The letter will be posted in its entirety on our website in both Japanese and English.



New TJF Website Corner starts in April 2005!!

"Lives of Japanese Elementary School Students"

This resource is a message from Japanese elementary school students to their peers who are studying Japanese overseas. It is our hope that this resource will allow elementary students overseas to become more familiar with their peers in Japan.

Choose from a wealth of resources!

- ❖ A Day with Kentaro (An old resource renewed)
18 photos with captions
- ❖ A Day in Grade 6 Class 1, Sakura Elementary School
22 photos with captions
Letters from Grade 6 Class 1
Group messages
Messages from 17 students from Grade 6 Class 1
Data on Grade 6 Class 1
- ❖ Supplementary Information on Japanese Elementary School Life/Teachers' Manual
(will start in 2006)

All the photographs and text in this resource may be used free of charge, insofar as it is for educational activities including routine classroom use of a non-profit nature. Prior permission must be obtained in writing from The Japan Forum for use of the resource in any textbook, website or other publication, whether produced for profit or not-for-profit purposes.

Guess what they're doing! A day in Grade 6 Class 1



1. Changing our shoes

"My uwabaki have gotten too small!"

These are the shoe lockers where we keep our shoes. When we get to school, we take off our *sotogutsu* (street shoes) and put on our *uwabaki* (indoor shoes). So as to help keep the school clean, we don't wear our street shoes indoors.

2. Raising our hands in class

"Pick me!"

In class, we raise our hands when we know the answer to the teacher's questions. We stand up and answer the teacher when she calls on us.

3. Jumping rope in the school field

"Go!" "Get in!"

We are playing double-dutch in the school field during recess. Double-dutch is a game where two people turn two ropes, and other people jump over the ropes, one by one. Because it's really hard, the ropes get tangled easily and we can only get about two or three jumps in at one go.

Breaks between classes are usually ten minutes long. The break between the second and third periods is recess, and lasts twenty minutes. During this break everybody

goes out to the school field to play soccer, basketball, jump rope, or use the playground equipment.

4. Serving lunch

"Be careful, it's hot." "It looks yummy."

Certified cooks make our lunches in the school kitchen. Students on lunch duty are in charge of serving. They put on white smocks and white bonnets. Every week, one *han* (working group) made up of five or six students takes turn on lunch duty. The lunch duty students bring the lunch trucks to the classroom and serve the rest of us as we line up with our trays.

5. Cleaning

"Floor mopping makes me tired." "Let's hurry up and get it over with."

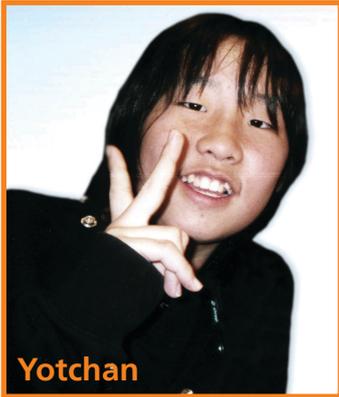
After lunch, we take about twenty minutes and do the cleaning up together. We move all the desks to the back of the classroom, sweep the floor and wipe it with mop cloths (*zokin*). We also clean the blackboard and wipe the desks.

We clean our classrooms and the hallways in front of our classrooms starting in 1st grade. The 5th and 6th graders also clean the special classrooms. Grade 6 Class 1 is in charge of cleaning the science room.

22 photos and captions (Japanese and English) of daily activities, classes, events, and students having fun are posted on our website. The captions were written by students in Grade 6 Class 1 and edited by TJF.



Now, let's take a look at a message from Yotchan, a student in Grade 6 Class 1



Yotchan



Message from Yotchan

わたしの あだ名は よっちゃんです。好きな ことは バスケットです。かがいクラブ¹にも はいっています。しゅみは まんが、ざっしを よむことで、ざっしは JUNON²というのが すきです。それと、ともだちと ケイタイで メールを することと、おんがくを きくのも だいすきです。好きな グループは オレンジレンジ³です。じぶんの すきな おんがくを きくと、きもちが らくに なります。

My nickname is Yotchan. I like basketball. I am in the extracurricular basketball club.¹ My hobby is reading manga and magazines, especially the magazine *Junon*.² Also, I love sending messages on my cell phone back and forth with my friends, and listening to music. I like the music group Orange Range.³ Listening to music I like is very comforting.

Notes

- *1 At this elementary school, extracurricular club activities in mini-basketball, soccer, baseball, badminton, and brass band have practice two to three times a week with the cooperation of community members who serve as club instructors.
- *2 A monthly magazine published by Shufu-To-Seikatsusha that mainly focuses on celebrity interviews.
- *3 An all-male, six-member rock band that made its debut in 2003.



A day in the life of Yotchan



Playing tag on the roof

"I'm gonna get you!" "Run!"

We are playing *kori oni* (freeze tag) during recess. In *kori oni*, whoever loses in *janken* (rock, paper, scissors) becomes "it." If you are tagged by "it" you have to freeze in place until someone else comes to tag you. If everyone is "frozen," the person who is "it" wins.



Kendama (cup and ball)

"Oops!" "Come on, ball. Get on there!"

After lunch, we have a twenty-minute recess. During that time, we play *kendama* together. We like competing with each other.



Audio messages (Japanese) and its script (Japanese and English translation) from 17 students and the teacher are available on our website, complete with notes. Includes the Grade 6 Class 1 song.

Even more information!

Grade 6 Class 1 Data: What We Eat for Breakfast

(Multiple responses)

Responses		Male	Female
パン・トースト	Bread/toast	8	12
ごはんと みそしる	Rice and miso soup	3	1
ごはんか パンの どちらか	Rice or bread	2	0
やさい・サラダ	Vegetables/salad	2	3
たまごりょうり	Eggs	2	2
ヨーグルト	Yogurt	0	2
ハム・ソーセージ	Ham/sausage	1	1
ぎゅうにゅう	Milk	1	0
くだもの	Fruit	0	1
ピザ	Pizza	0	1

Supplementary Information

Elementary School System

In the Japanese school system, children who have turned six years old start elementary school in April. School attendance is compulsory for all for six years of elementary school and three years of junior high school. There are both public and private schools and tuition for public elementary and junior high schools is free.

Most elementary schools operate on a trimester system. The first trimester extends from April to July, the second from September to December, and the third January to March. There is an approximately 40-day summer vacation between the first and second trimesters, an approximately 2-week winter vacation between the second and third trimesters, and an approximately 10-day spring vacation between the third and first trimesters. There are some differences from one region of the country to another.

There is a set timetable for each day of the week, and Saturdays and Sundays are holidays.

Elementary School Classes

In elementary school, each child belongs to a class with a designated classroom. Except for subjects like physical education, music, art, science that require special facilities, children in the same class generally study most of their subjects in the same classroom. The personalities and aptitude/compatibility of individual students are taken into account when deciding the membership of each class. The maximum number of students per class is 40. Grade 6 Class 1 of Sakura Elementary School has 28 students.

When there is more than one class per grade, it is standard practice for the membership of the classes to be shuffled every two years. The classes are commonly called *ichi-kumi*, *ni-kumi*, and so on. At Sakura Elementary School, there are three classes in the sixth grade.

Elementary School Classrooms

In a classroom, there is usually a blackboard at the front and back, and rows of desks and chairs. The seating order is fixed, and is usually changed on a regular basis. Though the setup varies from class to class, the classroom has a bulletin board for posting announcements

and displaying students' work, lockers for storing their bags and other items, and cleaning equipment. It is equipped with speakers for the school's broadcasting system, and some classrooms also have heaters and air conditioners, a television, as well as video equipment.

Elementary School Subjects

The subjects to be taught in elementary school in Japan are stipulated in the School Education Law. In the first and second grades, instruction is provided in Japanese language, arithmetic, life skills (*seikatsu*; a class that combines science and social studies), music, art (drawing and crafts), physical education, ethics (*dotoku*), and special activities (*tokubetsu katsudo*, such as homeroom activities, etc.). In the third and fourth grades, *seikatsu* is replaced by science and social studies, and *sogoteki na gakushu* (integrated studies) is added to the curriculum. In the fifth and sixth grades, there is additional instruction in home economics (cooking, sewing, etc.). Schools may also offer instruction in subject-matter they consider necessary even if it is not included in the Guidelines for the Course of Study.

Grade 6 Class 1 Weekly Class Schedule

	月	火	水	木	金
8:15	児童登校日				
8:25	職員朝会				
8:30	月曜朝会	職員朝会	職員朝会	職員朝会 集会等	職員朝会
8:45	こくご 国語	か 家庭	こくご 国語	こくご 国語	おんがく 音楽
9:30	しゃかい 社会	か 家庭	しゃかい 社会	こくご 国語	たいいく 体育
9:35	さんずう 算数	か 家庭	しゃかい 社会	こくご 国語	たいいく 体育
10:20	なかやす 中休み		なかやす 中休み	なかやす 中休み	
10:40	ずこう 図工	さんずう 算数	りか 理科	さんずう 算数	りか 理科
11:25	ずこう 図工	か 家庭	おんがく 音楽	こくご 国語	りか 理科
11:30	ずこう 図工	か 家庭	こくご 国語	か 家庭	りか 理科
12:15	きゅうしょく 給食		きゅうしょく 給食	きゅうしょく 給食	
12:55	ひるやす 昼休み		ひるやす 昼休み	ひるやす 昼休み	
1:15	せいそう 清掃		さんずう 算数	せいそう 清掃	
1:35	か 家庭	こくご 国語	りか 理科	げこう 下校	
2:20	いんかい 委員会		どくとく 道徳	2:35	
(3:10)	クラブ				
3:25	げこう 下校		げこう 下校		
3:45	げこう 下校		げこう 下校		

Survey results containing information on Grade 6 Class 1 and group messages written by students are posted on the website. Plenty of supplementary information will be also provided.



Activities

Activity ideas by Lynn Sessler, Clovis Grove Elementary School, WI, US (for Activity 1), and Saito Hiromi, Associate Professor, Tokyo Gakugei University (for Activity 2 and 3)

Photos, text, and audio from “The Lives of Japanese Elementary School Students” to be posted on the TJF website in April 2005 are used for the activities on these pages. However, we have also included the photos used in the example on the Feature pages, in case access to the website is limited or not possible.

Though the activities here are geared towards elementary school students who are studying Japanese, they may be modified for use by junior high school and high school students by replacing the photos and text with those in the photo resource “Deai.” [↪ See www.tjf.or.jp/deai/](http://www.tjf.or.jp/deai/)

Activity 1

Who is in Grade 6 Class 1?

Theme	➤ Myself and My Friends
Objectives	➤ 1. Imagine what students in Grade 6 Class 1 are like from the photos and messages, and become familiar with them. 2. Learn vocabulary and expressions for introducing oneself and one’s friends.
Functions	➤ Giving information/Introducing/Descriptions
Expressions	➤ Particleも は... Vています は... Vます は... です ～がすきです／～がとくいです ～がいます／あります
Vocabulary	➤ Hobbies, sports, future professions, etc.
Materials	➤ 1. Photos: Group photo, Playing tag on the roof, <i>Kendama</i> (cup and ball) 2. Worksheet for the listening activity

1. Show students the group photo of Grade 6 Class 1 and discuss things they have noticed, imagining what kind of class Grade 6 Class 1 is.
2. Here is the example of Yotchan. Show photos of Yotchan playing tag and *kendama*. Have students imagine and discuss what she might be like.
3. Give the students the worksheet for the listening activity. Go over each part of the worksheet and highlight what type of information they should be looking for (see note 1). Use English or Japanese depending on the level of the class.

Sample Worksheet

Activity: Who is in Grade 6 Class 1?

Self-introduction

Name: _____

Circle the correct answer based on what you just heard.

☉ すきなこと [a. おしゃべり b. べんきょう c. バスケット]

I like to [a. chat b. study c. play basketball]

☉ しゅみ [a. まんが、ごつしをよむ b. えいがをみる c. えをかく]

My hobby is [a. reading comics and magazines b. going to the movies c. drawing]

4. Give the students lists of vocabulary or certain vocabulary items that might hinder their overall comprehension of the passage or hinder the assessment process (see note 2). Using the list as a reference, introduce vocabulary and sentence patterns as necessary prior to the listening activity.

Example

すきな／きらいなことは～です	What I like/dislike is . . .
～が すきです	I like . . .
しゅみは～です	My hobby is . . .
とくいなことは～です	I am good at . . .
～に なりたいです	I want to be . . .
しょうらいの ゆめは～です	My future dream is . . .
おしゃべり	chatting
たべもの	food
かしゅ	singer
まんが	manga
ごつし	magazine
サッカー	soccer
バスケット	basketball
やきにく	grilled meat
うめぼし	<i>umeboshi</i>
サッカーせんしゅ	soccer player
だいく	carpenter
ほんをよむこと	reading books
スポーツをすること	playing sports
おんがくをきくこと	listening to music
しょうがっこうのせんせいになること	to become an elementary school teacher

5. Read Yotchan’s message to the students, or download the audio message from the website and play it for them. (We suggest that each self-introduction be replayed a minimum of 3 times).
6. Have the students work on the worksheet as they begin to understand the information (see note 3).
7. After the students have turned in their completed forms, replay each profile and go over the information together, jotting down information on the board and talking about specific information as the students ask questions, etc.
8. Finally, give volunteers a chance to introduce the students in Grade 6 Class 1. (You may want to photocopy the photos of students in Grade 6 Class 1 with word balloons, allow the students making the introduction to freely write imagined lines in the balloons, and display the posters in the classroom.)

● Other Activities/Expansion

Students can present their own self-introductions as well as compare and contrast their own likes/dislikes, hobbies, etc. with those of a particular student from Grade 6 Class 1. You may want to use this activity in preparation for units on introductions of oneself and friends in other curricula. (Example: U.S. National Standards “My Friend and I” 1.3 Presentational Communication)

Notes

1. Since these are actual Japanese students who are speaking, they use some slang expressions and words that are not often seen in regular Japanese language classes. This may be a time to tell your students to “listen in context” and try to get the gist of the message, and that it is not necessary to understand and translate “word for word” what the Japanese students are saying. If students try to translate literally, they may become frustrated and not perform well on this activity.
2. Provide this information to your students before they begin the activity so that they can grasp the information that you want to assess. (i.e. the word “あだな” is used often in these self-introductions meaning “nickname” and the students may be used to hearing the phrase “わたしの なまえ” instead of “わたしの あだな”).
3. Have the students quietly listen only the first time the self-introduction is played. In this manner, the students will listen to the whole message in its entirety before they begin to write. During the second playing of the message, they may cease to concentrate on certain parts of the spoken passage as they try to write notes on items they understood. Again, emphasize that it is not necessary for them to translate the spoken passage “word for word.”

Phrase List for Students' Messages (For listening activity)

シーちゃん

すきな ことは(おしゃべり)です I like (chatting).
(ほぼさん)に になりたいです I want to be (a nursery school teacher).

のぐろう

しゅみは(サッカーを する こと)です My hobby is (playing soccer).

オグッチ

しゅみは(サッカー) My hobby is (soccer).
すきな たべものは(やきにく) My favorite food is (grilled meat).
きらいな たべものは(うめぼし) My least favorite food is (*umeboshi*).
しょうらいの ゆめは(サッカー せんしゅ)か(だいく)です
My future dream is to be (a soccer player) or (a carpenter).

さや

しゅみは(まんがを よむ こと)です My hobby is (reading manga).
(おんがくを きく こと)も すきです I also like (listening to music).

よっちゃん

すきな ことは(バスケット)です What I like is (basketball).
しゅみは(まんが、ざっしを よむ こと) My hobby is (reading manga and magazines).

あり

とくいな ことは(バドミントン)です I am good at (badminton).
すきな ことは(まんがを よむ こと)です What I like is (reading manga).
しょうらいの ゆめは(しょうがっこうの せんせい)に なる こと
My future dream is to become (an elementary school teacher).

まおっちゃん

わたしの しゅみは(バスケットを する こと)です
My hobby is (playing basketball).
すきな かしゅは(ブリトニー・スピアーズ)や(ヒラリー・ダフ)です
My favorite singers are (Brittany Spears) and (Hillary Duff).

Activity 2

Guess What They're Doing!

Theme ➤ Daily Routine

- Objectives** ➤
1. Imagine what a day with Grade 6 Class 1 would be like from the photos. Compare a day in Grade 6 Class 1 with a typical day in your own life, and learn about Japanese elementary school life.
 2. Learn Japanese vocabulary related to activities in elementary schools (じゅぎょう, やすみじかん, きゅうしよく, そうじ). Learn ～があります／～がありません, ～をします／～をしません.

Time Required ➤ 20 minutes

- Materials** ➤
1. Photos: Entrance (Changing our shoes), Serving lunch, Cleaning, Class (Raising our hands in class), Recess (Jumping rope in the school field)
 2. Japanese vocabulary cards related to school life: じゅぎょう, やすみじかん, きゅうしよく, そうじ
 3. Worksheet (In the top section, students write what they learned in English, and in the bottom section, the new Japanese vocabulary they studied in the lesson.)

1. Show photos from a typical day in Grade 6 Class 1: Entrance (Changing our shoes), Serving lunch, Cleaning, Class (Raising our hands in class), Recess (Jumping rope in the school field). Ask students to imagine and discuss what the subjects of the photos are doing (English).
2. Provide brief explanations for any activities with which the students are not familiar.

Notes

げんかん: Schools have large *genkan*, lined with lockers where the school children store their outdoor shoes. Inside the school they wear soft, slipper-like shoes called *uwabaki*. Some schools require special sneakers to be worn on the school grounds and yet another pair of sneakers for use inside the school gym. The indoor *uwabaki* and gym shoes are generally color-coded for each school.

For more information: *The Japan Forum Newsletter No.8 "A Day in The Life"* June 1997 Removing Shoes <http://www.tjf.or.jp/eng/ge/ge02kutsu.htm>

きゅうしよく: School lunches are provided in public elementary schools. Part of the cost is borne by the students' parents. Though prices depend on the community, the fee at Sakura Elementary School is about 4,000 yen per month.

Meals are prepared in the school kitchen following a menu drawn up by a trained nutritionist for the school. School lunches prepared at a local school-lunch center are delivered to elementary and junior high schools without school-lunch kitchens of their own.

In the 2003 school year, 96.2% of public elementary schools served lunches. School lunches were introduced in the period after the end of World War II in order to supplement the diet of children at a time of many hardships in Japan. Today the educational objectives of school lunches in elementary and junior high school are to foster proper eating habits and table manners, and to learn cooperation with classmates through the tasks of serving, clearing away, etc.

そうじ: In many schools, each group of students (*han*) takes turns

cleaning a designated area every week, such as the classroom and corridor, the gym, the entrance hall and special classrooms. They use brooms, dustpans, hand cleaning mops (*zokin*), and sometimes handled mops. Each school designates a specific time for cleaning, the most common times being during the lunch break or after school. Cleaning equipment is stored in each classroom. At the end of the term, a thorough cleaning (*osoji*) is undertaken, including tasks that cannot normally be done such as waxing the floors.

3. Have students compare the activities of Grade 6 Class 1 with their own. Discuss, using in English as appropriate, and practice the following patterns using the discussion content.

Example 1

Teacher: (きゅうしよく)がありますか。
 Student: あります。/いいえ、ありません。
 Between Students
 Student A: (きゅうしよく)ある？
 Student B: ある。/ううん、ない。

Example 2

Teacher: (そうじ)を しますか。
 Student: します。/いいえ、しません。
 Between Students
 Student A: (そうじ)する？
 Student B: する。/ううん、しない。

4. On their worksheet, have students summarize what they have learned through a comparison of Grade 6 Class 1 and their own class. In addition, have students write new Japanese vocabulary words they have learned.

Note

The aim of this exercise is for students to take an interest in the daily life of Grade 6 Class 1 through a comparison. Thus, the subject of comparison should be Grade 6 Class 1 and the students' own class.

Other Activities/Expansion

Show students a timetable from Grade 6 Class 1, and discuss what kind of subjects they study. Have students explain their own timetables using ○じかんめは ~です。Next, practice the pattern どんな べんきょうが したいですか。~の べんきょうが したいです, and have students create their ideal timetable. Finally, have the students present their timetables using わたしの じかんわりです。~の べんきょうが ○じかんあります。In English, discuss the reasons for the timetables and the students' ideal school.

Activity 3

What Do You Eat for Breakfast?

Theme ➤ Food

Objectives ➤ 1. Learn what students in Grade 6 Class 1 eat for breakfast.
 2. Learn あさ/ひる/よるごはん、たべます/たべません、いつも/よく/ときどき. Learn Japanese vocabulary words that will be used in the survey (あさ/ひる/よるごはんに、いつもなにを たべますか。~を たべます) and the presentations (いちばん おおいのは ~です。○にんでした。にばんめは、~です。○にんでした。)

3. Learn what students in Grade 6 Class 1 have for breakfast, and compare with one's own breakfast. Realize the diversity in Grade 6 Class 1, and one's own class.

Time Required ➤ 40 minutes

Materials ➤ 1. Photo: Having breakfast
 2. Grade 6 Class 1 Survey “あさごはんに たべるもの”
 3. Worksheet (Take notes on interview and summarize content.)

1. Show the photo of Kentaro having breakfast and practice the following patterns to discuss one's own meals. Introduce あさ/ひる/よるごはん、たべます/たべません、いつも/よく/ときどき as appropriate, and practice briefly.

Example

Teacher: ~さん、あさ、~を たべますか。
 Student: はい、いつも(よく/ときどき)たべます。/いいえ、たべません。



2. Distribute the Grade 6 Class 1 Survey “あさごはんに たべるもの.” Introduce Japanese vocabulary necessary to read the survey, and discuss.

Example

(ろくねん いちくみの)あさごはん、いちばん おおいのは ~です。
 じょしは ○にんです。だんしは ○にんです。

3. Go over Japanese vocabulary necessary to conduct a survey.

Example

Student A: あさ/ひる/よるごはんに、いつも なにを たべますか。
 Student B: ~を たべます。
 Student A: ありがとうございます。

4. Have students conduct surveys using their worksheet. Divide the class into three groups responsible for breakfast, lunch, and dinner, respectively. Food names may be in English.

5. Summarize the findings on poster paper or use a projector to show the survey results to the entire class. Have students present their findings (a graph format is also acceptable).

Example

あさごはん、いちばん おおいのは ~です。○にんでした。
 (じょしは ○にんです。だんしは ○にんです。)
 にばんめは、~です。○にんでした。
 (じょしは ○にんです。だんしは ○にんです。)

6. In English, discuss what students have realized through the surveys (diversity within Grade 6 Class 1, diversity within students' own class, etc.).