LET'S MAKE A MANGA IN JAPANESE

—Learning Grammar through Manga—

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PURPOSE

Summary review and modeling for a creative applications project provide peer recognition and renewed motivation. Students analyze what they have learned and develop a conceptual framework with which to transfer their knowledge from the familiar textbook-classroom situation into a new, personally constructed and meaningful context. Students also recognize commonalities between Japanese culture and their own.

POINTS TO BE STUDIED

LANGUAGE OBJECTIVES

TARGET FUNCTIONS	TARGET EXPRESSIONS	TARGET VOCABULARY
❖ Greetings, (self)introductions	❖	❖ , ,
❖ Giving instructions	❖	, , , ,
❖ Agreeing	❖	, , , ,
❖ Talking on the telephone and forms of address	❖ A B ,	, , ,
❖ Expressing likes and dislikes, telling the time, expressing non-past, past, and volitional actions	❖ + Noun	, , ,
	❖ , ,	, , ,
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		, ,

CULTURAL OBJECTIVES

● To recognize concept of honorific in source language relationships
● To recognize similar functions of greetings in source/target languages
● To recognize target language ability to express universal human goals, feelings, and activities

OTHER OBJECTIVES

● To write *hiragana*
● To creatively apply skills gained through guided practice
● To practice reading classmates' work posted on the walls
● To enjoy peer recognition and mutual encouragement

LESSON PLAN

SOURCE MATERIALS

Kimono Vol. 1, CIS·Heinemann
or *Japanese for Everyone*, Gakken
or other textbooks
Task sheet (Handout*)

PROCEDURE

Preparation

The teacher writes on blackboard the following three headings for a chart:

CAN DO (Task/function)
HOW TO (Language point/structure)
EXAMPLES

1. Examples of CAN DO (10 mins.)

The teacher asks, "Mina-san, Eigo de, what are some things that we are able to DO (functions) using Japanese?" The students answer with functions they remember or find in the textbook's table of contents. The teacher writes the students' answers on the board in English under the CAN DO heading (e.g., talk on the telephone, express likes and dislikes, tell the time).

2. Practicing HOW TO (15 mins.)

The teacher directs the students to briefly practice in pairs HOW TO do (language points) the CAN DO items (language functions). The teacher asks "Who can demonstrate talking on the phone?" The students model in pairs and the teacher writes language points in *hiragana* under either the HOW TO or EXAMPLES heading.

3. Pair practice (15 mins.)

The teacher directs student pairs to practice some more can-do and how-to items. The teacher then writes more can-do and how-to items and examples on the board.

4. Creating a story (14 mins.)

The teacher asks the students to try to connect some of the example statements into a story. As a story is created, the teacher draws stick figures of the story on the board.

5. Manga project assignment (5 mins.)

The teacher hands out the manga project task sheet and answers questions.

6. Evaluation

❖ Manga project

From the committee

This lesson plan could be used for students of any age and at any level of learning, and would increase students' will to learn. It could also be made to tie in with other school subjects. It can also cultivate the students' listening and speaking skills by having them act out the manga scenes they create.

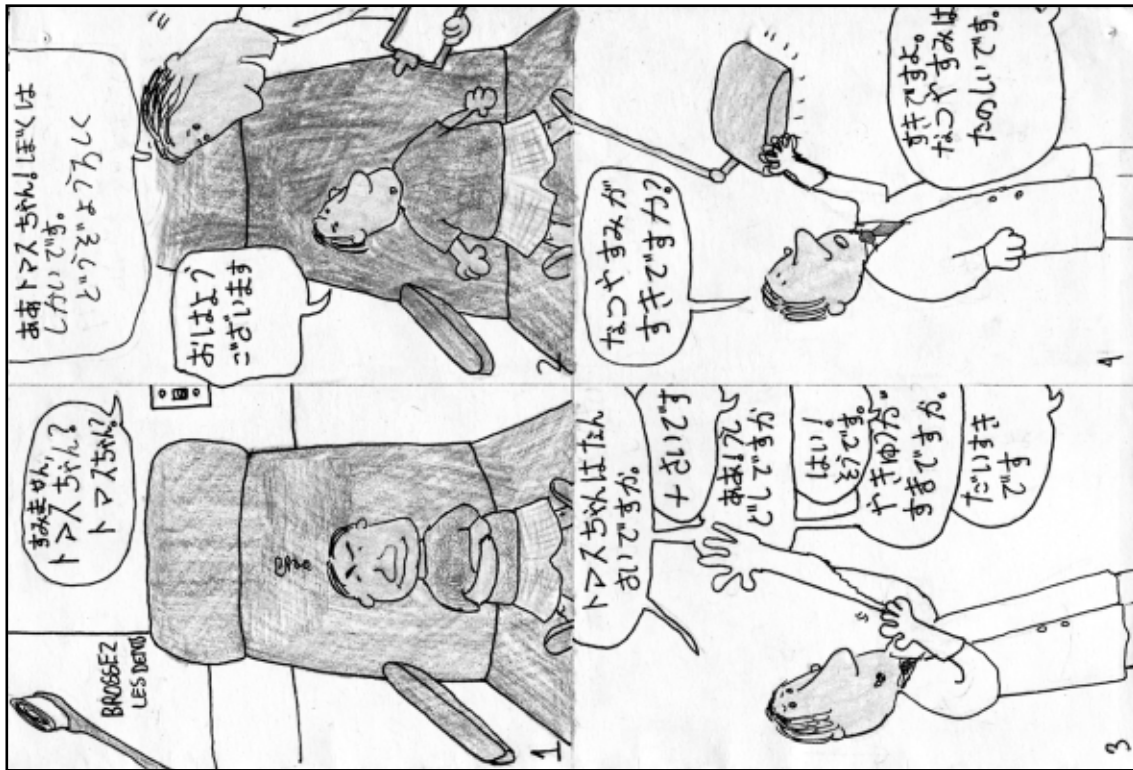| Example		
CAN DO	**HOW TO**	**EXAMPLES**
Talk on the telephone		
Describe likes		
Describe dislikes		……
Tell the time		

TASK SHEET

Create a cartoon story demonstrating what you have learned in Japanese. Refer to the textbook's table of contents as a reminder of what you have learned. Draw a story with at least twelve frames. On a separate page, copy the speech bubbles of the story in sequence, with a separate line for each bubble. After each speech bubble, write the HOW TO language point as it is described in the table of contents. You should demonstrate as many different language points as possible. Your work will be judged by the following criteria:

1) Demonstrates required language points

2) Legible and correct

3) Coherent story with a beginning, middle, and conclusion

4) Interesting and attractive

DUE ON THURSDAY, NOVEMBER 28