



ELEMENTARY

SECONDARY

BEGINNING

INTERMEDIATE

SNAILS (*KATATSUMURI*)

—Where Is the Snail's Head?—

1. Students research snails while immersed in the language and language activities.
2. Students need to look and listen carefully in order to complete an activity.
3. Snails are readily available.
4. Students can use known language to describe their snail Hands on activity.



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OBJECTIVES

LANGUAGE OBJECTIVES

- To talk about their pets
- To talk about foods
- To talk about habitat

TARGET FUNCTIONS	TARGET EXPRESSIONS	TARGET VOCABULARY
<ul style="list-style-type: none"> ❖ Naming pet ❖ Describing pet using terms related to body parts ❖ Describing pet using terms related to size ❖ Stating do's and don'ts ❖ Stating quantity 	<ul style="list-style-type: none"> ❖ なまえは～です 	<ul style="list-style-type: none"> ❖ かたつむり, め, くち, ちいさい, おおきい, だめ, すこし

CULTURAL OBJECTIVES

- To mind a pet, they have learned about through another language
- To learn that snails are universal
- To learn the foods they eat may be different, e.g., rice

LESSON PLAN

SOURCE MATERIALS

- Snails (student supply)
- Containers
- Torch
- Magnifying glasses
- Water sprayer
- Food
- Handout #1*
- Handout #2*
- Handout #3*
- Handout #4*

PROCEDURE

1. Distribute the Handout #1 and explain it in Japanese.
2. Distribute the Handout #2. Study about snails.
3. Practice with the Handout #3.
4. Students introduce their snails. Distribute the Handout #4.
5. Evaluation
 - ❖ Class participation
 - ❖ Presentation
 - ❖ Completion of experiments and worksheets
 - ❖ Completion of students own workbook on the keeping of snails

SNAILS — HANDOUT #1

この つぎの レッソンの ために

かたつむり  を びん  に

いれて  もって きて ください。

♩ = 92 かたつむりのうた



で ん で ん む し む し か た つ む り

お ま え の あ た ま は ど こ に あ る

つ の だ せ や り だ せ め だ ま だ せ

JASRAC出 9809756-801

REMARKS

Motivation Comes from Inspiration

To give a brief answer to a big question, I thought it might be helpful to comment on a few basics that I feel are essential for success in teaching Japanese.

Motivation comes from inspiration. The teacher's challenge is to inspire the students so the motivation to learn is established in them. A car can't move until the engine is turned on. The teacher turns the inspiration ignition key, but the student is the engine of motivation. Success generates success. The level of intellectual challenge and work-load needs to be realistically balanced so the students experience success most of the time, they feel they are achieving progress milestones and are able to consolidate what they have learned.

Classes need to be generally light and happy in atmosphere so that learning energy is maximized and there is an atmosphere of confidence and enjoyment associated with learning the language and about the culture.

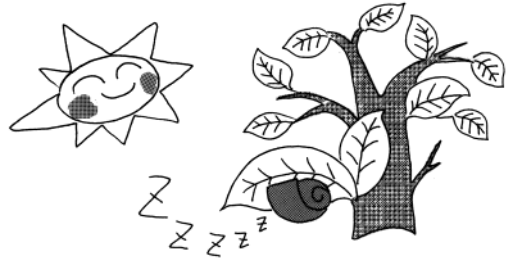
I am a teacher at Broadford Secondary College where I like to run a vibrant, highly motivating Language Other Than English program specializing in Japanese. I make the classroom curriculum colorful, interesting, exciting, challenging. I encourage the children through success, increasing appreciation of the attractions of learning the Japanese language, and appreciation of Japan's culture and its people.

Complementing the classroom curriculum we have an educational network with Japan in which students from both countries continually communicate with each other through the school internet system; we arrange reciprocal visits of school groups between Japan and Australia. This has built warm friendships as well as promoting excellence in educational progress and achievement.

COMMENTS

This plan could be further improved by strengthening the cultural objectives. Through this lesson, the students may learn that snails are universal; however, the students could also be given the opportunity to learn about the habitat within Japan. The students could be introduced to Japanese geography and the climate that results in a rainy season. Also, the song "Katatumuri" should not be forgotten. The terminology taught in Ms. Speechley's plan is in this song. Folding *origami* snails is another possible activity. The image of snails on hydrangea leaves is very common.

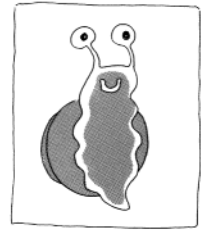
はれているときは はの うらなどの
ひかげで、じっと しています。



きの えだなどで ねている
かたつむりを とってきて、
みずを すこし たらしてみよう。



かたつむりさん あたまを だして。
あたまが すこし でてきました。
すこしずつ からだを のばします。

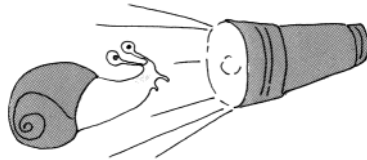


かたつむりを ガラスに はわせて、うらから みてみよう。
ガラスから はがそうとしても ぴったり すいついていて、
なかなか はがれないよ。



かたつむりの からだには ひみつが いっぱい。
さあ、あなたが しらべてみてね。

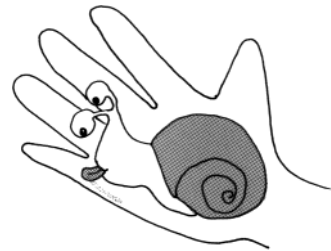
め の ひみつ
ひかりを あててみよう。



くち の ひみつ



から の ひみつ

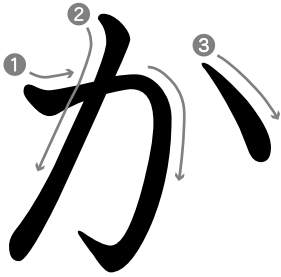
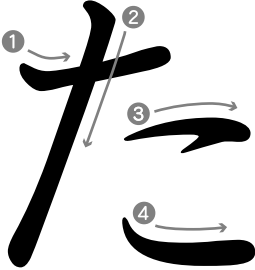
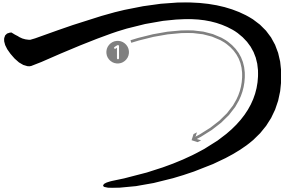
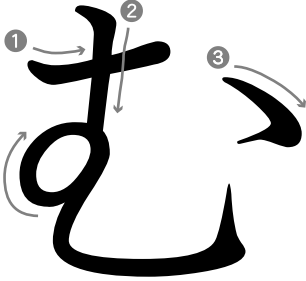
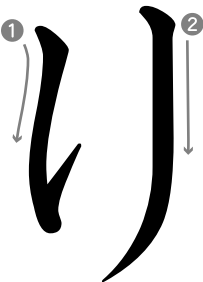


ためしてみよう

- やさいの しるを てに つけて、かたつむりを のせてみよう。
- そっと、しょっかくに さわってみよう。
- 「おい」って さげんでみよう。

おおきい しょっかく →
ちいさい しょっかく →

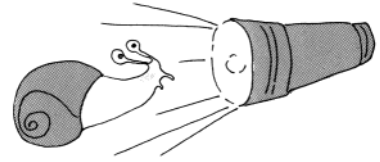


	か	か	か	か
	た	た	た	た
	つ	つ	つ	つ
	む	む	む	む
	り	り	り	り

めの ひみつ

ひかりを あててみよう。

→ はんたいの ほうへ いくよ。



くちの ひみつ

→ やすりのような はで、
えさを けずり取るようにして たべます。



からの ひみつ

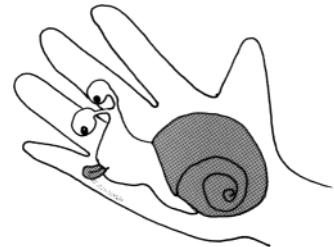
→ からの あなが あいても、じぶんで ふさいでしまいます。



ためしてみよう

● やさいの しるを てに つけて、かたつむりを のせてみよう。

→ なめている ようすが わかるよ。



● そっと、しょっかくに さわってみよう。

→ さわられた ほうだけ、ひっこめるよ。



● 「おおい」って さげんでみよう。

→ かたつむりには みみが ないので、
しらんぷりだよ。



おおきい しょっかく →

ちいさい しょっかく →

