



OCEANS AND JAPAN

—Integrated Study of Japanese Culture—

This lesson is intended for integration at the primary level (grades 1–3) with a thematic unit titled “Oceans.” Thematic units allow for and reinforce authentic language use. This lesson allows integration of all disciplines and promotes the study and interest of Japanese language and culture throughout the day. A variety of learning styles is addressed as well as the multiple intelligences. Students are active learners and participating in hands on activities. Many of the students are familiar with simple Japanese phrases and words.



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OBJECTIVES

LANGUAGE OBJECTIVES

- To describe characters, plot, setting, and conflict of a story
- To develop an understanding of Japanese folklore

TARGET FUNCTIONS	TARGET EXPRESSIONS	TARGET VOCABULARY
<ul style="list-style-type: none"> ❖ Counting in Japanese from one to ten ❖ Expressing courtesy ❖ Identifying items ❖ Expressing compliments 	<ul style="list-style-type: none"> ❖ こんにちは, いただきます, さようなら ❖ これは～です ❖ おいしいです ❖ ありがとうございます 	<ul style="list-style-type: none"> ❖ たこ ❖ いち, に, さん, し, ご, ろく, しち, はち, きゅう, じゅう ❖ おいしい

CULTURAL OBJECTIVES

- SOCIAL STUDIES** —● To recognize that Japan is an island
● To learn and appreciate people of a different culture
- SCIENCE** —● To recognize that there are different life forms in the ocean
● To recognize that octopus is part of the Japanese diet
- ART** —● To produce an octopus puppet using paper plate
- MATH** —● To realize that an octopus has eight arms
● To associate Japanese words for numbers one to ten
- MUSIC** —● To sing and hear melody
- HEALTH** —● To experience different foods and realize diet is different

SOURCE MATERIALS

- A map of Japan
- Urashima Tarō* (to use flannel figures/storytell)
- Video "Teach Me Japanese–Nihongo,"
Hardin County Schools Central Office
- Straws
- Paper plates for making octopus

PROCEDURE

1. Social studies (20 mins.)

1. Discuss the following, using a map of Japan. (10 mins.)
I enlarged, colored, and laminated a map, placed flannel on the back to use on a flannel board.
 - 1) Transportation
 - How could we get to Japan from Kentucky?
 - How much difference is there in time?
 - 2) Size in relation to Kentucky
 - Population vs. area (Divide classroom space to simulate size of Kentucky and size of Japan. Have students gather on each and respond. Students should say crowded for Japan.)
 - Japan's size approximately same as Montana
 - 3) Neighboring countries
 - 4) Terrain (using topographical map made from salt dough from earlier lesson)
 - Mountainous (Land is scarce, and farms are small.)
 - Surrounded by water (Name Sea of Japan and Pacific Ocean, discuss resources from ocean and foods, the similarities and differences to their diet.)
2. Discuss people and country. (10 mins.)
 - 1) Clothing and artifacts (students will try on)
 - 2) Pictures

2. Language arts (15 mins.)

1. Storytell *Urashima Tarō* using flannel board.
2. Introduce octopus (*tako*).
Discuss creatures of the sea from story.
3. What do you think is in the box?
Often I stop prior to the box being opened and have the students finish the story. After we have discussed their responses, I go back and finish the story.

3. Science (10 mins.)

1. Many life forms
The Pacific Ocean surrounds Japan. It has many

life forms and is a resource to the people. One of the life forms is the octopus.

2. Octopus (*tako*)

- 1) Arms of an octopus are called tentacles. These tentacles have many suction cups along their undersides to help the octopus in its quest for food (demonstrate concept of suction with small vinyl suction cups and a vacuum cleaner).
- 2) Have students practice picking up light objects by sucking through straws.

4. Art (10 mins.)

1. Make a *tako* using a paper plate.
 - 1) Prepare paper plate
 - 2) Fold plate in half
 - 3) Cut and color the face and legs of octopus
 - 4) Attach face to top layer of plate
 - 5) Attach legs to bottom layer of plate
 - 6) Attach band of paper for child's hand
2. Play with the octopus.
An octopus glides easily through the water. Help your octopus to be a graceful swimmer. An octopus moves by intaking water and then squeezing it out. Help your octopus open its mouth to take in water, then glide.

5. Math (10 mins.)

1. Count the number of arms on octopus in Japanese.
2. If there were three octopus, how many arms/tentacles would there be? Ten octopus?

6. Music (10 mins.)

1. Sing いち, に, さん (sung to the tune of "Three Blind Mice").
いちにさん、いちにさん
しごろく、しごろく
しちはちきゅうじゅう
しちはちきゅうじゅう
いちにさん、いちにさん
2. Sing the song using puppets.
Using puppets, have students stand and sit to song. For example, when you sing いち, に, さん, first students, second student, and third student hop up with octopus in hand and sit.

7. Health (10 mins.)

- Discuss foods.

8. Review (5 mins.)

9. Evaluation

- ❖ Discussion

REMARKS

Japanese Can Be Integrated Throughout the Day

Our primary goal is to introduce elementary children to the Japanese language and culture through interactive television and direct classroom instruction. Exposure to the language and culture will reinforce the idea that many aspects of Japanese life and culture are similar to our culture. Within each lesson, artifacts such as toys, clothing, books, nicknacks, etc. and foods are included. This gives students the opportunity for some hands on and “real-life” experience. I want the children to “see” the similarities as well as the differences and to realize we have a lot in common. We are all “part” of this vast place we call world. It is only through communication with people of the world that we can achieve mutual understanding.

Children begin school with much enthusiasm and motivation. This is an excellent time to teach a second language and expose them to other cultures. Research indicates that learning a second language at an early age stimulates intellectual growth.

This also helps prepare our students for future study. (Japanese is not offered at the high school level however I am hoping our program will stimulate interest and desire at the community level.)

Our program has received much enthusiasm, support, and participation from students, teachers, and the community. I want to impress upon teachers that learning Japanese can occur throughout the day and be integrated into whatever they are teaching. We have seen much evidence of this from our classroom visits. Schools are labeled with Japanese words such as ドア, まど, カーペット and we have developed many lessons to include volcanoes, energy, music, friendship, communities... the possibilities are endless! It is so exciting to see children enthusiastic about learning.

COMMENTS

This lesson plan integrates various teaching materials all related to the subject of “Oceans and Japan.” The fact that this lesson plan incorporates Japanese culture and Japanese language into its subject-driven learning approach makes it quite special. This seems like a very natural sort of learning for children to experience, and it is no doubt quite effective as well.

The lesson plan mentions various items in the lesson but unfortunately does not present much explanation of the details.