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| 活動Language Activity | Numbers, Asking for Phone Numbers. |
| トピックContent Area/Topic | 01 Japanese Literacy & NumeracyJapanese Numeracy: Numbers, Phone Numbers |
| 作成者 | Irene Bermingham |
| 添付資料Attachment | あり |
| 時間Duration | 1hr 15 mins |
| クラスサイズNumbers of S | 24-28 |
| 目的Aim | * To Introduce:

Numbers in Japanese from 1-20 and to reinforce the memorisation of those numbers by learning age appropriate songs, games and the use of Flashcards with mnemnonics.. * To Introduce:

Roleplay - Dialogue in a real life situation. Asking and answering in Japanese “ What’s your Phone Number?” and a simulated response using th numbers they have learned. * To encourage group or pairwork to elicit their understanding of what they have learned by getting them to imitate a real life situation through Roleplay. They act out a situation where they want to make friends with a Japanese Person. They can repeat a self-introduction dialogue first hence revising vocabulary learned in previous lessons, such as; “Hajimemashite”, “Genki desu Ka?”, “Oname wa Nan des ka?”, Doko Kara Kimashita Ka?” and now add on the extra Phrase - ‘ODENWA BANGOU WA NAN DESU KA?” .
* To Encourage Individual Self – Expression and Creativity through reproducing their own visual images and written dialogues with Famous People/cartoon characters they cut out from Magazines. They can also use photos of family/friends/themselves or even make drawings of a conversation simulated be tween 2 or more people in romaji in the form of a Bubble Dialogue. They can paste and present it in their Scrapbook Project in Class.
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| 到達目標Objectives/ Outcomes | * Sing the songs they like to commit to memory numbers in Japanese from 1-20.
* Recognise the numbers called out and cross them out in order to complete a Bingo Card.
* Know How to ask someone for their phone number and recite all the numbers they need for their own phone number.
* Do roleply of a self introduction in pairs.
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| 活動の概要、流れ Overview | I introduce Japanese Numbers by using audio-visual stimulating materials that students can enjoy. For example - the use of 2 ***songs*** appropriate for their age group; the first one they love is a Sesame Street-type song and the second is a Rap-style song from Genki Japan.net. ***See attachment 7/8 below***. I encourage them to sing along learning the numbers effortlessly with this fun element. They all love to sing and show no embarassment! I also use coloured photos/pictures with the help of ***mnenmonics*** for memorisation of the numbers – for example – a photo of a rabbit scratching himself – *itchi*, a picture of a man holding his knee – *Ni*, Sun – *San*, *Go* – Green Traffic lights etc. So, first I introduce the picture and ask them to guess which number they think it refers to and then turn it around where it is printed on the back. After this formal introduction I tell them we are going to do 2 songs which they can choose to learn at home depending on which one they like. Next we do a ***Bingo Game*** to reinforce the sound of the numbers and they are forced then to do it from memory. If they get a line – horizontally, diagonally or vertically, they can call out “*Dekita*” but if it’s a whole card “*Yatta*” – The first 3-5 to complete their cards get a prize, usually chopsticks while the rest get something small like sweets. Finally, We learn to ask for Phone Numbers. I tell them if they want to make friends or indeed chat up a boy or girl in Japanese it’s important. They like the idea of making boyfriends/girlfriends, so they really get into doing this roleplay also. Usually I have a handout with 2 people/cartoon characters asking – “Odenwa Bangou wa nan desu ka?” and the correponding reply in roman numerals. We practice this first and then do it in pairs as a ***roleplay***. I also tell them they do NOT have to give out their private numbers to their partners unless they want to – and therefore to make up a number.  |
| 教授法、教え方のポイントTeaching Approach | * Memorisation of Numbers through Songs from Youtube and Genki Japan.net, appropriate for their age. They sing along and create a fun learning environment.
* Elicitation of what numbers sound like, through the Use of Flashcards with pictures on one side that act as mnenmonics – words that are sound-related – hence reinforcing memory.
* Use of Games like “Bingo” with homemade cards printed out with 9 squares copied for each student as a handout. They each fill in the squares with random numbers from 1-20, this aims to practice and reinforce their recognition of numbers. They cross of the numbers on hearing them called out and pronounced in Japanese.
* Roleplay activities to reinforce learning in either Pairwork and/or groupwork through a handout of a simulated conversation - asking for someone’s number.
* Written and Creative Evaluation - They then complete individual task-based work for their scrapbook.
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| 伸ばす能力Key Skills | * Students will work mainly with their Listening skills and will use Communication skills, when they practice asking and answering questions in pairs.
* The class will work individually or in Pairs when filling in the Bingo Card from (Personal effectiveness/Working with Others).
* They will work as a class group when drilling the numbers using the flashcards (mnemonics), also when singing together in a group all the numbers from 1-20 (Personally Effective).
* Individual assessments of their own creative efforts to reproduce a dialogue in their own words asking for a telephone number in romaji as well as giving out a number in Japanese. This is done by cutting out pictures of famous people or cartoon characters/ friends or family and in a colourful presentation creatively. Speech bubbles come out of their mouths with a a Self-Introduction dialogue. (Creative Thinking, Intercultural Competence, Personal Effectiveness.).
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| 1. Communication | ○ | 6. Being personally effective |  |
| 2. Information Processing | ○ | 7. Academic achievement | ○ |
| 3. Critical and Creative Thinking |  | 8. Activities to encourage critical thinking and creative problem solving |  |
| 4. Working with others | ○ | 9. Learner Autonomy |  |
| 5. Intercultural Competence | ○ | 10. Responsibility |  |
| リソース／教材Resources | * Whiteboard
* Songs from You Tube and Genkijapan.ne***. See Attachments 7/8 .***
* Make a Grid of 9 squares once or twice on a blank peice of paper so it can be copied over and over – write the instructions at the bottom that they need to call out ***“Dekita”*** or ***“Yatta”*** depenidng on whether they get one line or a whole grid . Give out Prizes.
* Handouts copies of pre-made up dialogue between 2 people/characters asking each other for their phone number. Use examples of cutout Pictures of famous people/characters they know so they can copy the same idea into their scrapbook***.***
* ***Scrapbook and Magazines, Internet Sites for Songs and other games to play.*** Any Magazines like Nihongo Journal or other western magazines using them for cutouts to put in their Scrapbook – 2 – 4 pages of their scrapbook to stick in colourful pictures or drawings with accompanying handwritten dialogue bubbles.
* Show and Tell over the following weeks using their scrapbook. Some students can give a 2-3 mins presentaton on a Self-Introduction Dialogue where they incorporate asking for a phone number.
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| 評価方法Evaluation | * Students will be assesed on their level of active participation from singing the songs and doing the repetition work while guessing the numbers from the Mnemonic Flashcards.
* They will be assessed orally in class when they ask and answer questions in the dialogue roleplay when doing Pairwork.
* They will be assessed on the oral and written task we do in class through the calling out and crossing out of numbers for the “Bingo Game”.
* They will be assessed on study and written work by reproducing what they have learned in their scrapbook for end of term assessment. They dedicate 2 -4 pages in a scrapbook to each section of the module and use visual and written extracts creatively. In this case a simulated dialogue of 2 or more people asking each other for their telephone numbers. They also have the opportunity to revise and reinforce using other conversation pieces in Japanese, learned on previous occasions from self introductions and when describing place of origin – eg. “Doko Kara kimashita Ka?” for song See attachment 9.
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| 備考Notes | **Organisation of Lesson:**　→Resourcesのフォルダー内の「Numbers & Asking for Phone Numbers(Irene)　Lesson Plan」参照 |