

日本語



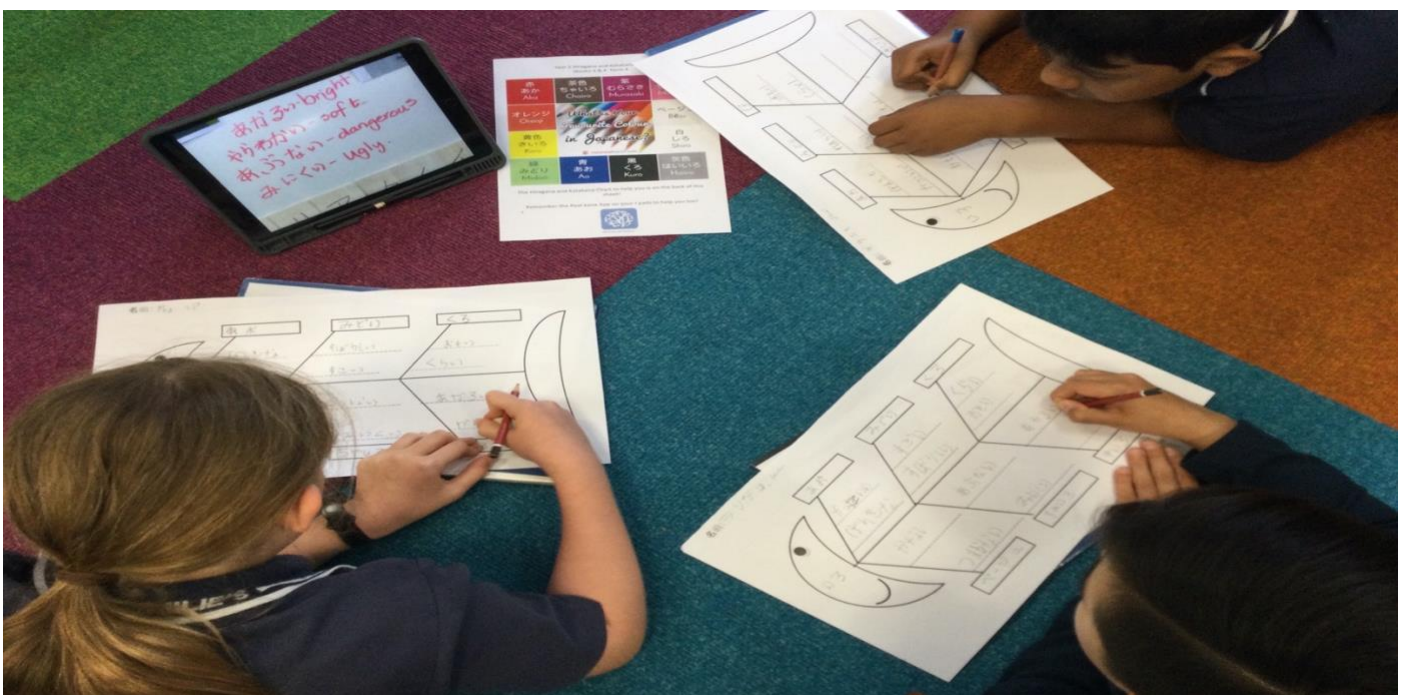
Year 5 Japanese Learning Term 3 Fishbone memory diagram and study techniques

Children develop literacy skills and textual knowledge through supported interaction with a range of spoken, written, visual and multimodal texts. Imaginative and interactive texts such as picture books, stories, puppet plays, songs and games develop the expressive and cultural dimensions of language. To support the development of cultural knowledge, learners have access to resources developed for Japanese children, such as storybooks, songs, television programs or interactive games.

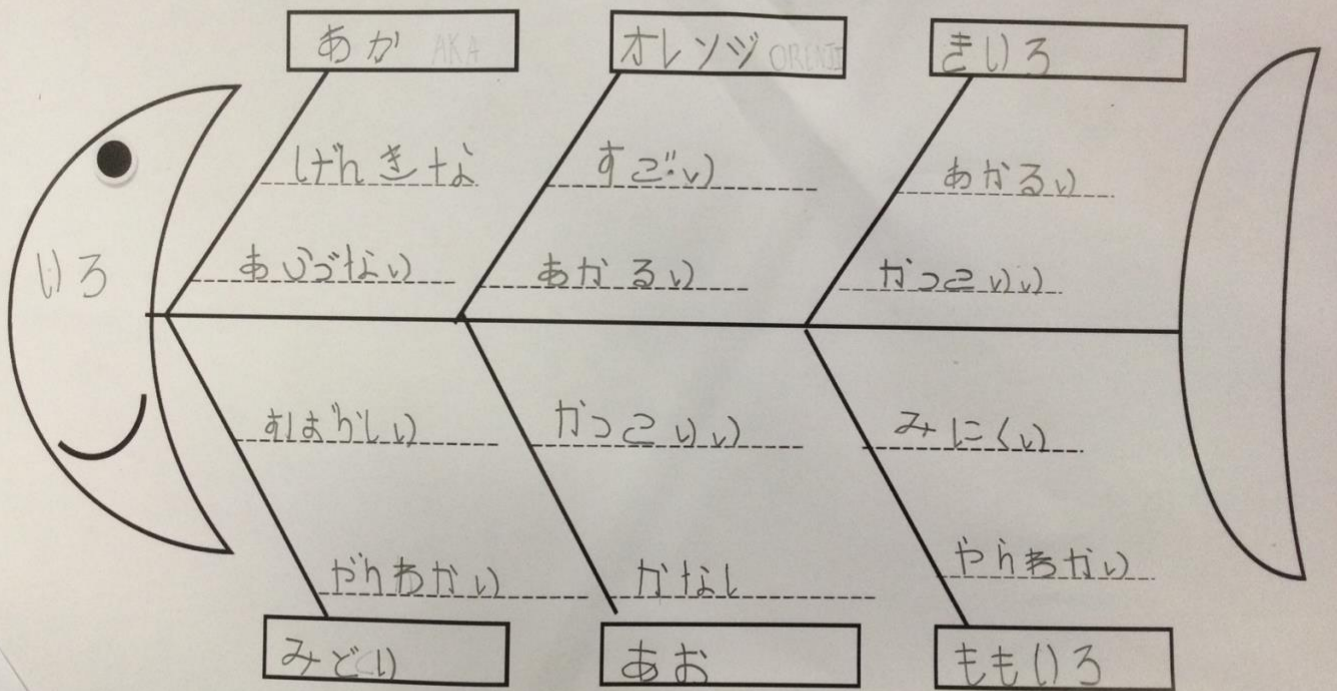
Learning Japanese contributes to learners' general literacy development and to the process of making sense of their worlds that characterises this stage of their development. As they encounter elements of Japanese language they make comparisons with their own language(s) and culture(s) and consider their own ways of communicating.

This stage of learning involves extensive support. Tasks are carefully scaffolded. I provide models and examples; introduce language, concepts and resources needed to manage and complete the task and provide support for self-monitoring and reflection. Students use the hiragana and Katakana charts as a systematic framework to support reading and writing. Using both Japanese and English in the classroom develops awareness of what it means to be bilingual.

On the fishbone tasks, we use vocabulary that is familiar to us and use the diagram to make connections to what we know and then extend and challenge ourselves to add more words that are related to the topic enhancing our memory and word associations.

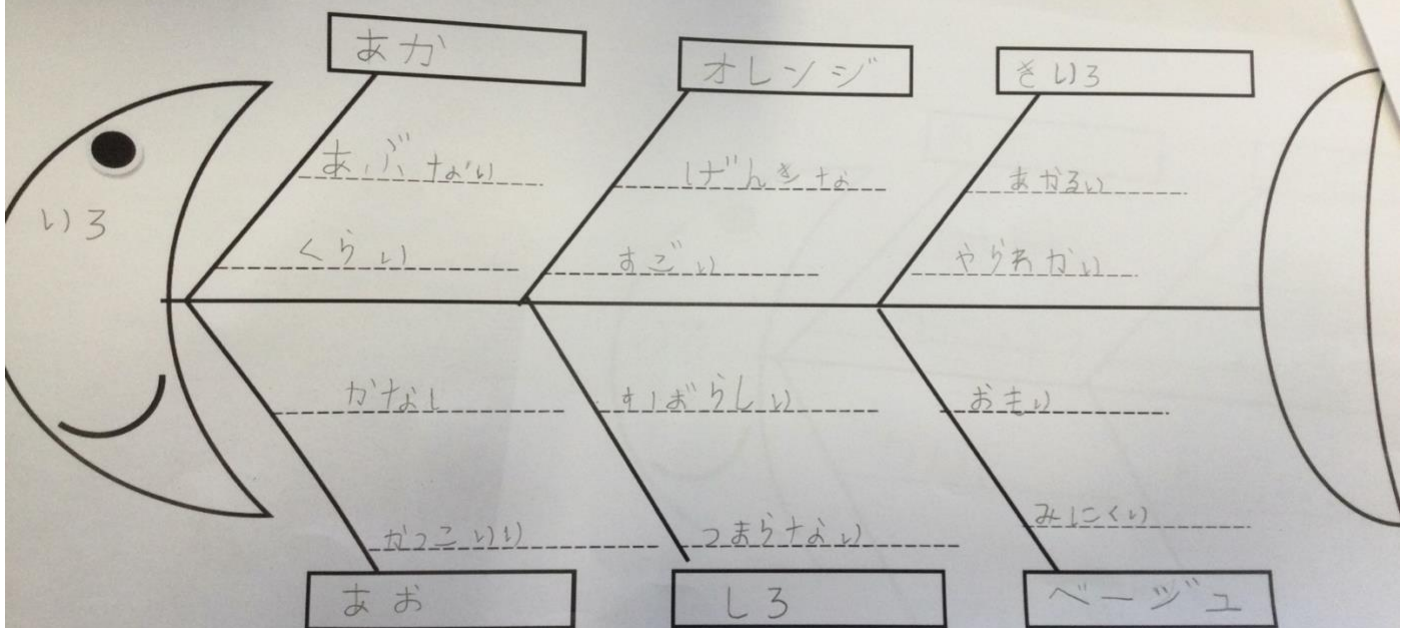


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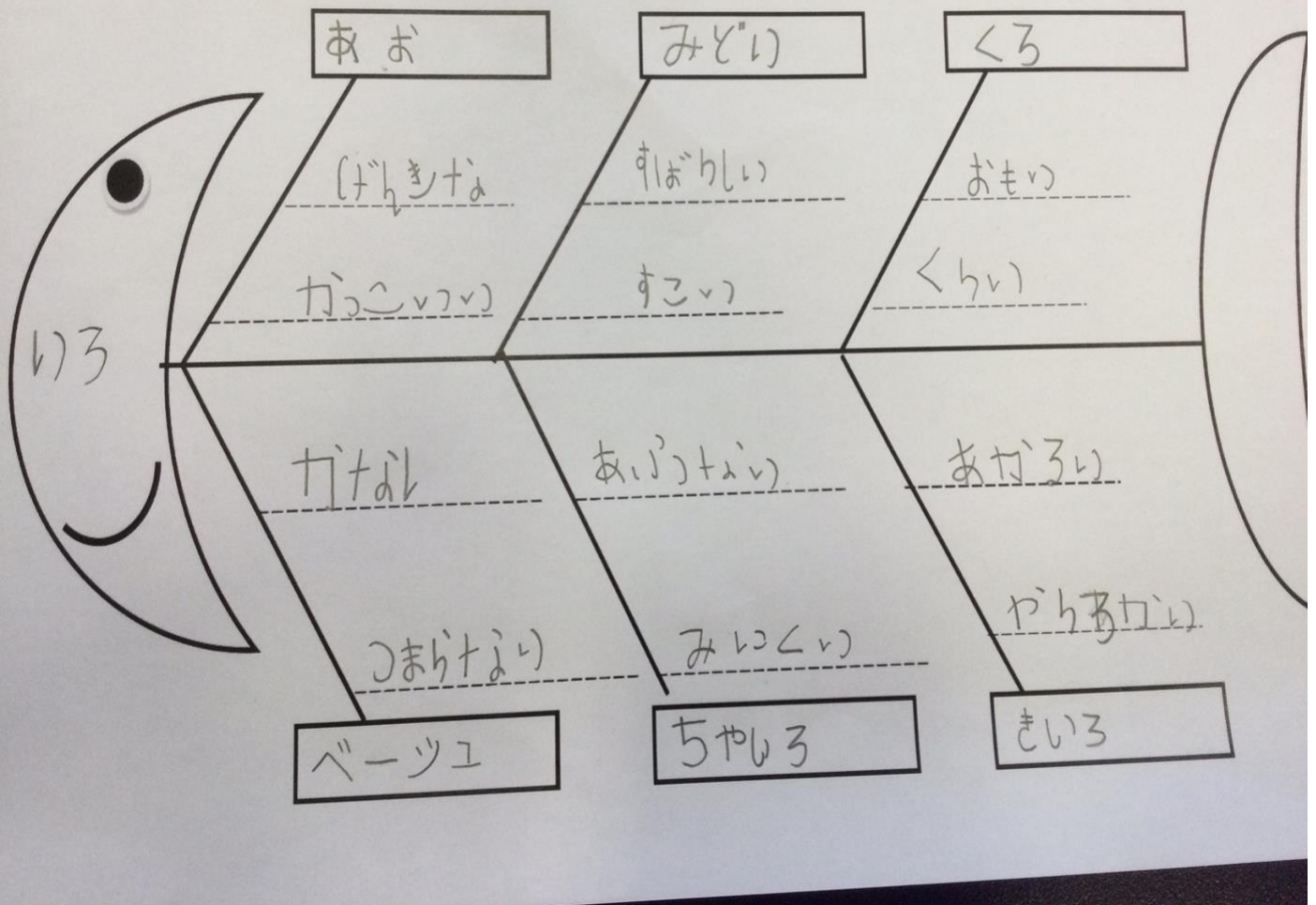


Some of our finished fishbones describing colours!

名前: ルチア Lucia



名前: Miya 印



SAYONARA

さようなら

