Find Collaborators!

Decide a Task, Use Backward Design, & Split Your Workloads!

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こんにちは！
Objectives

Participants will...

• See our collaborative work that leads students to engage in the activities with 90% target language
• Understand Tasks and Backward Design process through our work
• Understand how to make original TPRS slides
• Find collaborators for next school year!
Agenda

1. Why Collaboration?
2. Our Process
3. Example: Unit Plans
4. How we made our TPRS slides
5. Your Turn!
6. Reflections

May 8, 2021
Why Collaboration?

“Alone we can do so little; together we can do so much.” Helen Keller
Our Collaboration

SY20-21

How?

- Met on Zoom
- Emails
- Share materials via Google Drive

How often?

- Multiple days during each break to plan and split the work
- Some weekend to report on progress and adjust some materials
- A couple of hours per meeting
Do we think the collaboration was worth our time & energy?

Absolutely YES!
Our Process

Final Task and Backward Design
Tasks?

According to Bill VanPatten,

Tasks

• should form the backbone of the curriculum.
• have a purpose that is not language practice (not Exercises or Activities).
• involve the expression and interpretation of meaning.
• should be level appropriate.
Examples

Our unit planning process
Example 1

Choose a Topic

1

Decide on the Final Task

2

Create a student sample work

3

Create Final Task Sheet for Students

4

Create Lesson Materials

5

Ss will meet the neighboring school Ss and introduce each other on Flipgrid.

Ts create an example self-intro, and identify essential vocabulary and sentence structures

JPN 1 Unit 1

Unit Plan Process

Example 1

Self-introduction

1

2

3

4

5

Choose a Topic

Decide on the Final Task

Create a student sample work

Create Final Task Sheet for Students

Create Lesson Materials

Ss will meet the neighboring school Ss and introduce each other on Flipgrid.

Ts create an example self-intro, and identify essential vocabulary and sentence structures
例文

例文1

初めてまして。私の名前はXXです。XX高校の1年生です。私は14歳です。私の趣味は買い物です。アニメが好きです。どうぞよろしくお願いします。

初めてまして。私はYYです。私もアニメが好きです。進撃の巨人があなたの好きなアニメですか？ありがとうございました。またね！

例文2

初めてまして。私の名前はMMです。私はMM高校の1年生です。私も14歳です。私も1年生です。私は虫が嫌いです。なにが嫌いですか？じゃあね！

例文1の応答1

Hello, I am YY. I also like Anime. Is Attack on Titan your favorite Anime? Thank you! See you again!

例文2の応答1

Hello, My name is MM. I am a freshman at MM high school. I am also 14 years old. I am freshman, too. I dislike bugs. What do you dislike? Nice to meet you! See ya!
Choose a Topic

Daily Routine
(Wake up, eat, play, sleep, time expressions, etc.)

Decide on the Final Task

Create a student sample work

Each S will create a story about a character and share it via Padlet with neighboring school students.

Create Final Task Sheet for Students

Ts create an example story, and identify essential vocabularies and sentence structures

Create Lesson Materials

Example

JPN 1 Unit 2
Unit Plan Process
<table>
<thead>
<tr>
<th>Kamehameha HS</th>
<th>Waiakea HS</th>
<th>Hilo HS (pd.4)</th>
</tr>
</thead>
</table>

**JPN 1 Unit 2**
Final Task (Student works)

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**Example 2**

**Japanese 1 My Daily Life**

- **Location of Home**: 琉球（島）
- **What is a pet? Name**: バニ
- **Time to get up**: 5:00
- **Breakfast and Dinner**: 炊き込みごはん
- **Linen & Clothes**: いぬのぬくもり
Choose a Topic

Decide on the Final Task

Create a student sample work

Create Final Task Sheet for Students

Create Lesson Materials

Bento

Each S will make a bento and give it to a family member with a written message.

Ts create an example letter, and identify essential vocabulary and sentence structures.
Example 3

JPN 1 Unit 3
Final Task (Student works)

Bento making lesson

Student Work 1

Dear,

Thank you so much for being the best twin sister I could ever ask for. I know that sometimes I can be annoying and a little bit pushy, but when the time comes, you are always there to help me out. There are more times than I can count where you’ve helped me with my math homework, made me lunch, and kept me company when I was sad. For that, I would truly like to let you know how much I appreciate you.

I made this homemade bento today, hoping you will like it. I put some span mushrooms, I hope you enjoy! Thank you so much and I love you.

Love,

Student Work 2

いつもとへ,

きょうは、いつもとにおべんとうをつくります。
しばらくいたまごやきをひとつとこはんをつくります。
ありがとのめしをえびえびしにあります。

いつも、いつもありがとう。

より

I'm going to be making you a bento to show my appreciation for all you've done. In this bento, I will make an egg omelette with rice. Thank you for being a good little sister.

より
Example 4

Other levels
Japanese 2

Lesson Slides

Unit 3 Lesson 1
ダニエル・イノウエをしっていますか

Unit 3 Lesson 2
にっこい じん かちかん
日系アメリカ人の価値観

Unit 3 Lesson 3
かもん 家紋

Student Work

Veteransのみなさま

初めて この事は 言わなかったです。ホロコーストの3年生で、
じゅうろくさいです。私の祖父母は中国から来ました。
そして私は7世です。私の家族の大切にしている価値観は思い
やりです。日系アメリカ人の価値観の感謝を伝えたいです。
息子は「思いやり」を教わります。そして私は「感謝」をあ
らわします。だから気をつけてください。お元気で。
れいわ3年3月24日
ヒロ高校

3/24/2021
Dear Veterans,

My name is [Redacted] and I am a junior attending Hilo High School. In Japanese class this quarter, we learned about the struggle of Japanese Americans and how they survived throughout WWII. We also learned about Kamon, and how their designs can be inspired from anything. My Kamon has a ram head and five orchids, where the ram head represents sympathy, and the orchids represent gratitude.

Thank you so much for your service.

Sincerely,
Other levels
Japanese 3/4

Lesson Slides

Meeting with Japanese School

Q: にかんでるべきですか。
  はい、マスクをするべきだ。

Q: にかんでるべきですか。
  はい、マスクをするべきだ。

Online Voting Form

1. ベスト・アート賞
   Congratulations!

2. ベスト・メッセージ賞
   Congratulations!

3. ベスト・日本語賞
   Congratulations!

Community:
School and Global Communities: Learners use the language tools within and beyond the classroom to interact and collaborate in their community and the globalized world.

Student Work Website

Lesson Slides

Meeting with Japanese School

Online Voting Form

1. ベスト・アート賞
   Congratulations!

2. ベスト・メッセージ賞
   Congratulations!

3. ベスト・日本語賞
   Congratulations!

Lesson Slides

Meeting with Japanese School

Online Voting Form

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Lesson Slides

Meeting with Japanese School

Online Voting Form

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   Congratulations!

Lesson Slides

Meeting with Japanese School

Online Voting Form

1. ベスト・アート賞
   Congratulations!

2. ベスト・メッセージ賞
   Congratulations!

3. ベスト・日本語賞
   Congratulations!
Backward Design Process

1. Choose a Topic
2. Decide on the Final Task
3. Create a student sample work
4. Create Final Task Sheet for Students
5. Create Lesson Materials

This process is adapted from Yo Azama Sensei's workshop hosted by CAJLT & AP Japanese Summer Institute 2020
TPRS Slides

How we made our TPRS slides
How did we teach with T2
90% of the time?
We used free resources from the TPRSbooks.com Teacher Portal as our model, and developed our own.
Stage 1 Teachers needed practice on **Circling & Triangling**, so we made detailed presentations with guiding slides.

What is Circling? How to Circle? --> TPRSBooks.com 2018 Workshop Handouts
Stage 2  (Qtr2 SY20-21)

Both teachers and students got hang of Circling and Triangling processes, so we did not add Yes/No/Either slides.
Stage 3
(0tr4 SY20-21)
Now both teachers and students can Circle/Triangle (Yes/No/Either/1H5W questions) with some guiding slides.
No more everyday dilemma - which CI activity shall I do today?

自転車操業から抜け出ました！

Quarterly Planning during break

(1-2 days of co-planning &
1-2 days of independent work)

Follow up meeting,
adding activities, &
fine tuning the lessons

Solid plan for the entire quarter!
Your Turn

Let's share ideas!
Choose a Topic

Bento
(family members, culture, shape, color, counters)

Decide on the Final Task

Students will make a bento and give it to a family member/friend with a written message.

Create a student sample work

Create Final Task Sheet for Students

Create Lesson Materials

We are going to do this part together!
TOPIC: SCHOOL RULES

校則

Remember:

Tasks

• Should form the backbone of the curriculum.

• Have a purpose that is not language practice (not Exercises or Activities).

• Involve the expression and interpretation of meaning.

• Should be level appropriate
Write your task idea in Chat

TOPIC: SCHOOL RULES

1. The task
2. Level of Student (middle school, Year 1, 2, 3, 4, or college)
3. Media (Google Slide, video clip, essay, etc.)
Reflection

on our unit planning and collaboration
良かったこと
SUCCESS

- Observed students' a great improvement in listening and speaking.
- Accomplished a lot!
- Created a solid lesson plans throughout each quarter
- Reduced each teacher's workload.

- Attended same workshops together
- Analized students learning (share & advise each other & ...)
- Allowed neighboring school students to interact
- Fun to work together😊
<table>
<thead>
<tr>
<th>AREAS OF IMPROVEMENT</th>
<th>AREAS OF IMPROVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have a yearly planning</td>
<td></td>
</tr>
<tr>
<td>• Keep an extra space - plan a little less contents that we think we can teach in a unit</td>
<td></td>
</tr>
<tr>
<td>• Need to set a time for reflection at the end of each unit</td>
<td></td>
</tr>
<tr>
<td>• Use Can-do statements more regularly</td>
<td></td>
</tr>
<tr>
<td>• Lessen English Translations on teaching slides</td>
<td></td>
</tr>
<tr>
<td>• Differentiate/ give choice on final task assessment</td>
<td></td>
</tr>
<tr>
<td>• Develop proficiency-based grading process</td>
<td></td>
</tr>
<tr>
<td>• Collect student feedback and do the data analysis</td>
<td></td>
</tr>
</tbody>
</table>
Q1: Would you like to connect with other language teachers who teach the same language and levels?
Q2: Would you like to collaborate with them for next school year?

If YES to both questions, please fill out the form. We will consolidate the information per language per levels, and email you the same interests group contact information!
Thank you

ありがとうございます

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mineko.todd@k12.hi.us
yukasuka@ksbe.edu

Aya Shehata
Mineko Todd
Yumi Kasukawa
Resources and References

"While We're on the Topic: BVP on Language, Acquisition, and Classroom Practice" by Bill VanPatten

Tea with BVP

California Association of Japanese Language Teachers (CAJLT)

World Language Classroom

LANGUAGE TEACHER TOOLKIT: STEVE SMITH'S BLOG

TPRSBooks.com Online Teacher's Portal

https://comprehensibleclassroom.com/
QUESTIONS?