

Find Collaborators!

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

Aya Shehata, Mineko Todd, Yumi Kasukawa

Presenters

Hi



Aya Shehata

Hilo High School
Japanese I - IV



Mineko Todd

Waiakea High School
Japanese I - IV

こんにちは!



Yumi Kasukawa

Kamehameha Schools
Hawaii Campus
Japanese I - IV

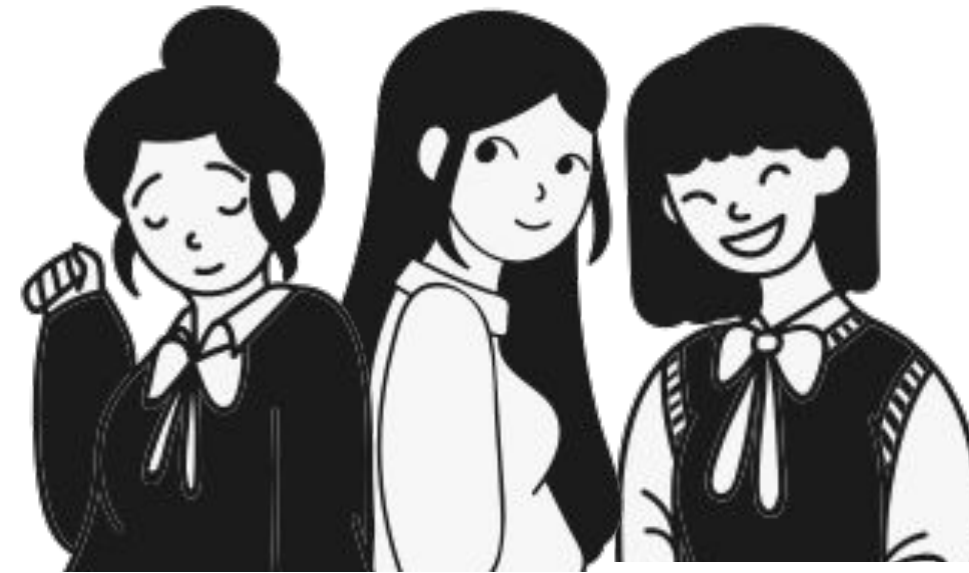
Objectives

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?

4

How we made our TPRS slides

2

Our Process

5

Your Turn!

3

Example: Unit Plans

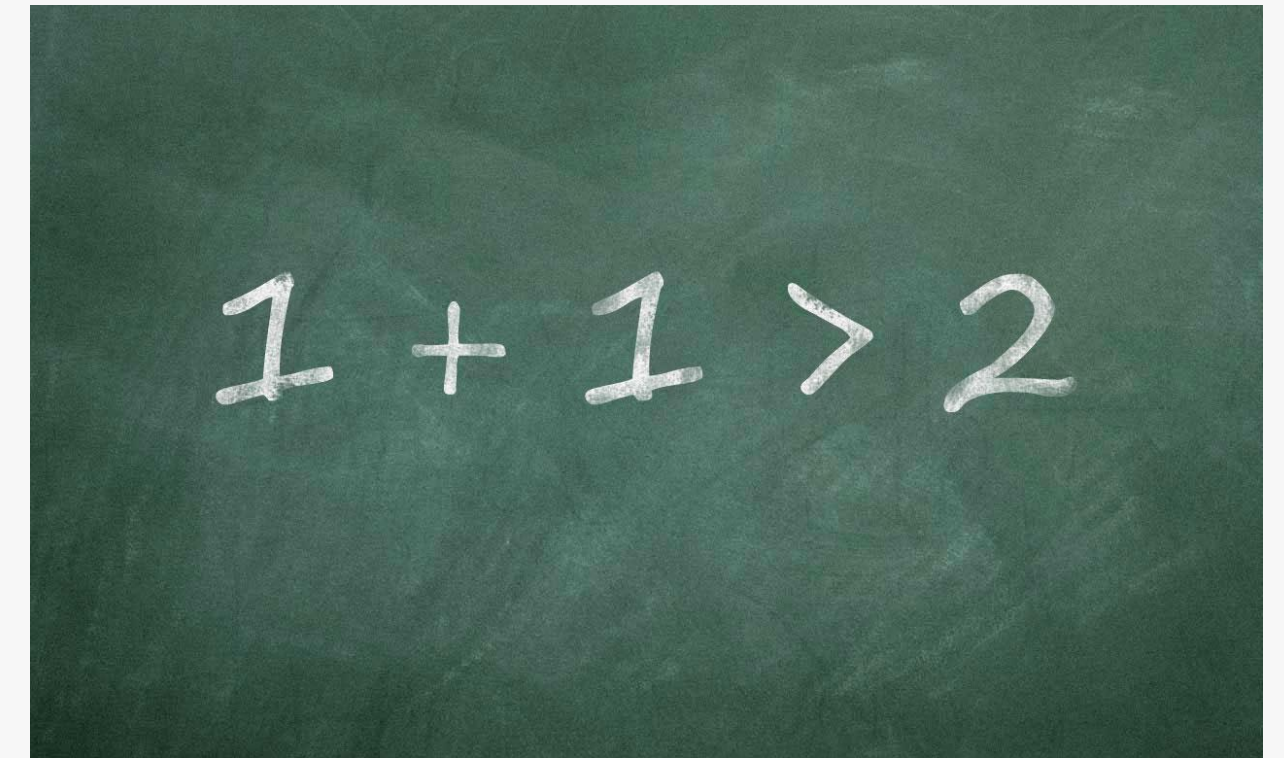
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Reflections

1

Why Collaboration?

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



Our Collaboration

SY20-21

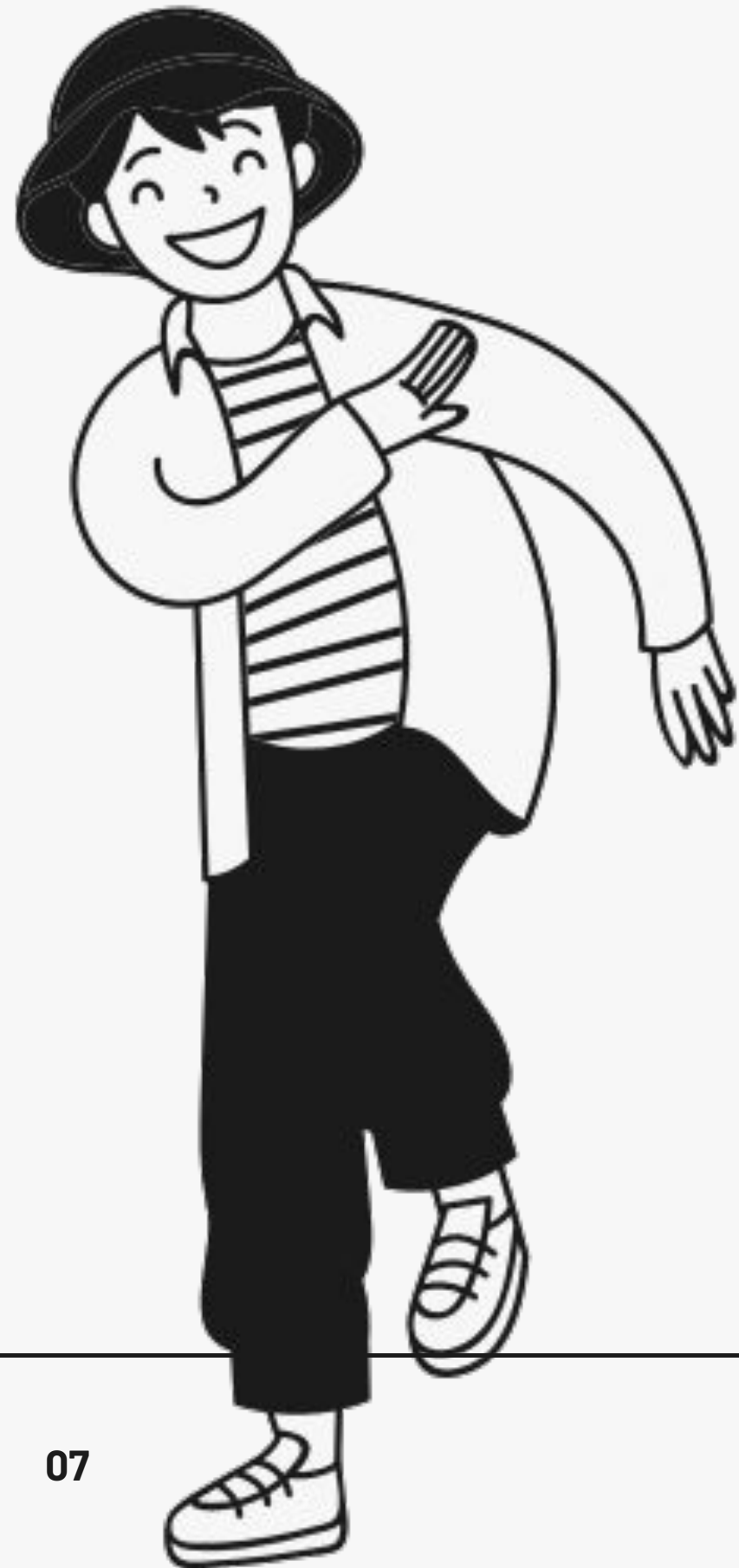


How?

- 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



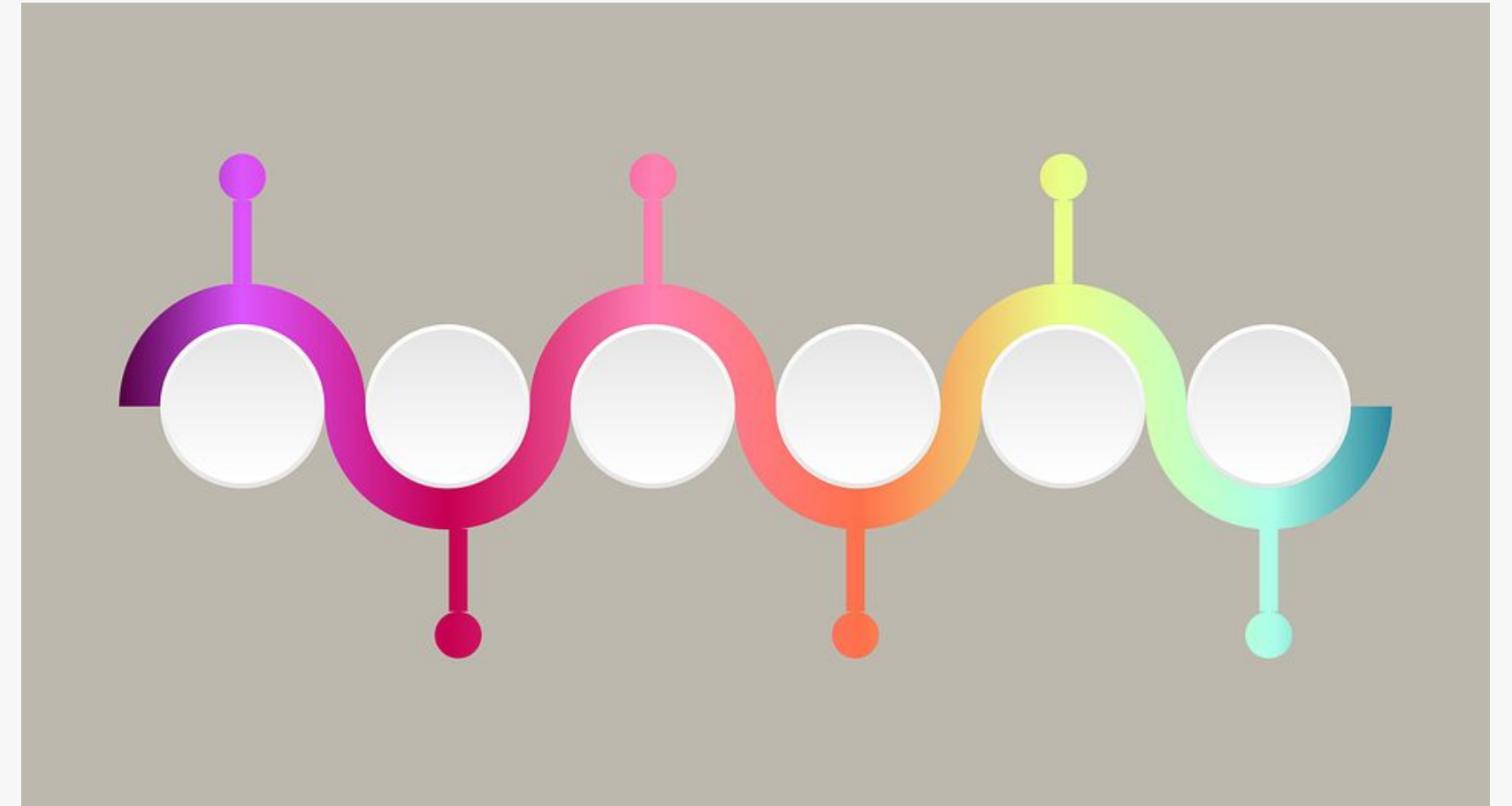
**Do we think the
collaboration was worth
our time & energy?**

Absolutely YES!

2

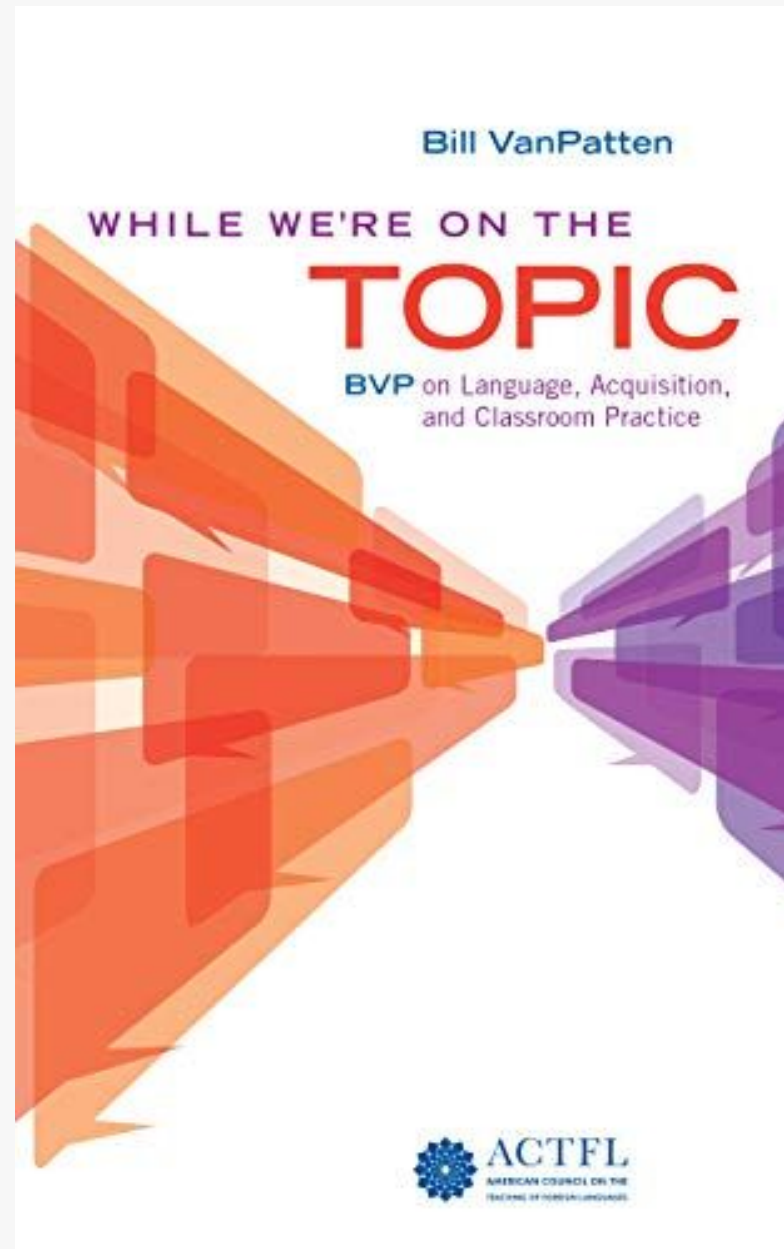
Our Process

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.

3

Examples

Our unit planning process

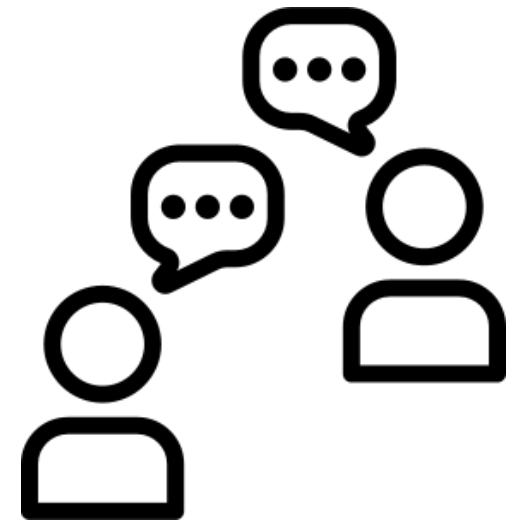


JPN 1 Unit 1

Unit Plan Process

1

Choose a Topic



Self-introduction

2

Decide on the Final Task



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

3

Create a student sample work

Final Task Examples JPN1 Self-introduction:

- Content Requirements: 数字と/でも
- Greeting: はじめまして
 - Name: わたしの名前はなおります。
 - School name - Grade and Age: ヒロ高校一年生 15歳です。
 - Home location: ヒロに住んでいます。
 - Hobbies: 私の趣味はテニスです。
 - Likes and Dislikes: カツカレーとまっちゃんアイスが好きです。でも、虫がきらいです。
 - Closing: どうぞ、宜しくお願いします。
 - Optional
 - Things others may find surprising about you
- Reply to Friends: も/どんな/かわいい/すごい/じょうず/いい
- Greeting: はじめまして
 - Name: わたしの名前はみかです。
 - Something in common: わたしも虫がきらいです。
 - Question(s) (option): どんな虫がきらいですか。
 - Comment: なおみさんの犬はかわいいですね
 - Closing: 返事ください。

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

4

Create Final Task Sheet for Students



Criteria	Exceeds Expectations 10	Meets expectations Strong 9	Meets expectations Mild 8	Does Not Meet Expectations 7 and below
Content How well is my content?	The content of the presentation is thoughtfully selected and explored with a clear audience and purpose in mind.	The content of the presentation is selected with the audience and purpose in mind.	The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for the audience.	The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for the audience.
Language Use How well is my voice?	Wide variety of familiar vocabulary is used appropriately, incorporating several new expressions from the current unit of study.	Variety of familiar vocabulary is used appropriately, incorporating several new expressions from the current unit of study.	Simple, familiar vocabulary is used appropriately, incorporating a few new expressions from the current unit of study.	Simple, familiar vocabulary is used appropriately, incorporating a few new expressions from the current unit of study.
Comprehensibility Am I understood?	Pronunciation imitates a Japanese accent. May error in pronunciation but not interfere with understanding. Speech is smooth and natural with few hesitations.	Accents generally imitates a Japanese accent. Errors in pronunciation rarely interfere with understanding.	Accents sound more American than Japanese. Errors in pronunciation may occasionally interfere with comprehension.	Errors in pronunciation may occasionally interfere with comprehension.
Culture How do I represent my knowledge and understanding of the target culture?	Information about the target culture is accurately presented, the relationships among products, practices, and perspectives are identified and some relationships are included within the presentation.	Information about the target culture is accurately presented, the relationships among products, practices, and perspectives are identified and some relationships are included within the presentation.	Information about the target culture is presented, products, practices, and perspectives are identified.	Information about the target culture is presented, products, practices, and perspectives are identified.
Reply How do I reply/interact to other students?	All of the requirements are included. <input type="checkbox"/> Greeting <input type="checkbox"/> Name <input type="checkbox"/> Something in common <input type="checkbox"/> Question(s) <input type="checkbox"/> Closing	All but 1 of the requirements are included. <input type="checkbox"/> Greeting <input type="checkbox"/> Name <input type="checkbox"/> Something in common <input type="checkbox"/> Question(s) <input type="checkbox"/> Closing	2 or less of the requirements are included. <input type="checkbox"/> Greeting <input type="checkbox"/> Name <input type="checkbox"/> Something in common <input type="checkbox"/> Question(s) <input type="checkbox"/> Closing	1 or less of the requirements are included. <input type="checkbox"/> Greeting <input type="checkbox"/> Name <input type="checkbox"/> Something in common <input type="checkbox"/> Question(s) <input type="checkbox"/> Closing

5

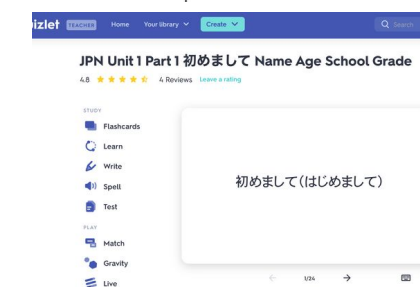
Create Lesson Materials



JPN1 Unit1 Part1 初めまして Vocabulary

Study online at quizlet.com/81ep17

日本語 (にほんご)	英語 (えいご)
初めまして (はじめまして) Hajimemashite	It is the first time to meet you
名前 (なまえ) namae	name
何 (なん) nan	what
です desu	is/am/are



JPN 1 Unit 1

Final Task (Student works)

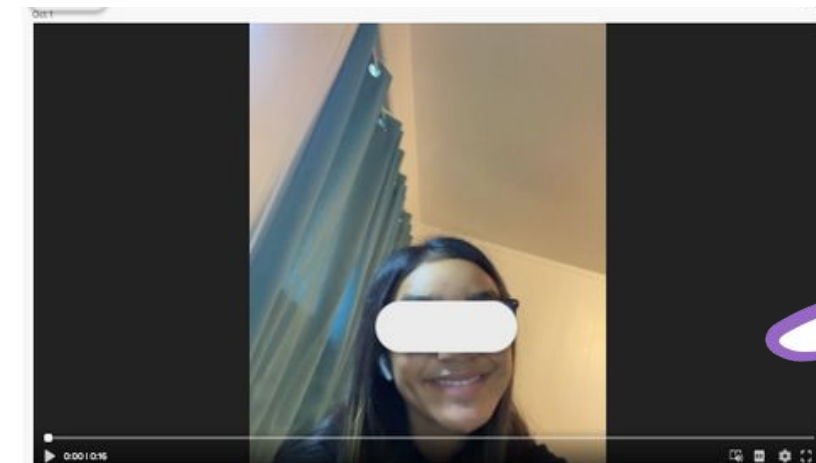
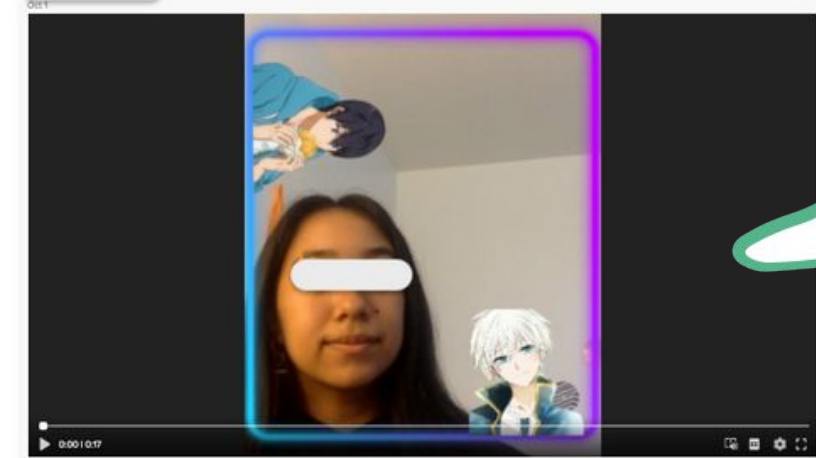


Sep 30, 2020

2 Comments

Comments (2)

Add Video Comment



初めまして。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！

初めまして。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！

Post 1:

Hello, My name is XX. I am the freshmen at XX high school. I am 14 years old. My hobby is shopping. I like anime. Nice to meet you!

Reply 1:

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

Reply 2:

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!

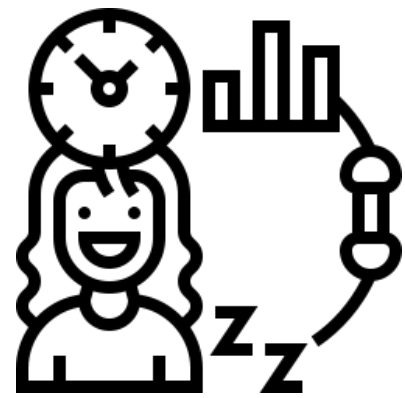
Example
2

JPN 1 Unit 2

Unit Plan Process

1

Choose a Topic



Daily Routine

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

13

2

Decide on the Final Task



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

3

Create a student sample work

JAPANESE I

Set 1 (10/12 - 10/23): Greeting, Number over 100, Time, Wake up, Eat, Everyday, I (focus on breakfast)

おはよう〜！ 僕の名前はつるつる卵です。135才です。月に住んでいます。僕のペットはうさぎです。名前はびよんびよんです。たいてい、11時半ごろに起きます。

びよんびよんは団子が好きです。毎日 朝、団子を食べます。
Aya - Main Slides
Yumi - Time Slides
Miko - Additional vocabulary List in the Main Slides & vocabulary list
Aaron - Quizlet - make it from Miko's vocabulary list

Set 2 (10/26 - 11/6): Reason (から) negative ending ません, Weather, with ~, Feelin
します verb

僕は団子が嫌いだから、団子食べません。虫を食べます。今日は暑いですから、びよんびよんと クレーターで泳ぎます。疲れていますから、昼寝をします。月に住んでいますから、ムーンウォークを練習します。でも、びよんびよんは ムーンホップをします。
<JPN2 - Use past tense>

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

4

Create Final Task Sheet for Students

名前: _____ 日付: _____ 総点: /40

Japanese 1 Unit 2
まいにち せいかつ
毎日の生活

~My Daily Life~

Let's design your story, and share it with your classmates and other Japanese class students at neighboring schools. Who can create a fun and interesting story? Let's be creative!

Your Role & Purpose	Design a story to describe a daily life of a character of your choice. Present your story digitally.
Your Audience	Your classmates and other Japanese class students at neighboring schools
Language Topic	Contents Requirement in Japanese: A. Main Character's description (3) B. Pet's description (2) C. Actions (4) D. Time Expressions (2) E. Relative Time Expressions (2) F. Greeting (2) G. Reason (1) H. Climate (Hot, Cool, Cold, etc) I. Plot (Your story's plot should have the chain of events that drive the action and get us interested.)
Product	Draft Writing <input type="checkbox"/> Highlight following requirements in specific colors <input type="checkbox"/> Action: Red <input type="checkbox"/> Relative-Time: Yellow <input type="checkbox"/> Reason: Blue <input type="checkbox"/> Climate: Green Final Product (Pick One of followings): <input type="checkbox"/> Manga <input type="checkbox"/> Google Slide <input type="checkbox"/> Video with Japanese caption <input type="checkbox"/> Your Choice (need to be approved by your teacher first)

名前: _____ 日付: _____ 総点: /40

Criteria	Presentation Rubric - Novice Learner	
	Exceeds Expectations 10	Meets expectations 7 and below
Storyline How logical is your story?	• Storyline is clearly and logically ordered • Fluent, fully developed • Creative and Interesting	• Storyline is moderately fluent, adequately developed • Storyline is poorly developed • Too brief to show development
Language Use How rich is my vocab?	Wide variety of familiar vocabulary is used appropriately, incorporating many new expressions from the current unit of study.	Variety of familiar vocabulary is used appropriately, incorporating several new expressions from the current unit of study.
Sentence Structure Am I understood in written language	Uses a variety of sentence structures with no or very few grammatical errors.	Uses only basic structures and makes frequent errors. Uses a variety of structures with frequent errors.
Visual Appearance How does your visual work add to the story?	The visual is planned carefully; helps the audience's attention.	The visual is planned adequately; helps the story be meaningful to the audience.

50	A+	Comments:
45	A	
40	B	
35	C	
30	D	
25 and below	F	

5

Create Lesson Materials

名前: _____ 日付: _____ 総点: /40

びよんびよんは
Pyon Pyon wa
まいあさ なに た
毎朝 何を 食べますか。
Maiaosa nani o tabemasuka

What does Pyon Pyon eat every morning?

いつ When? なに What? なん What?

U2 L3 私のLikes Relative-Time-Expressions Eat: Vocabulary

Study online at quizlet.com/_8zlmoy

日本語 (にほんご)	英語 (えいご)
おはようございます (ohayougozaimasu)	Good morning
こんにちは(konnichiwa)	Good afternoon/Hello
こんばんは(konbanwa)	Good evening
だんご(dango)	Pre/Post Japanese Level 1 UNIT 2: NOVICE MID

I can make a story including the following tasks.

Tasks	I can't do this yet.	I can do this with some help.	I can do this without help.
I can introduce the main character(s) I created, and provide basic personal information. (Name, Age, Location, Likes/Dislikes, Hobby)			
I can use four or more basic action verb sentences. (Wake up, Eat, Sleep, Play, Swim, etc)			
I can use time expressions (at, around, from, until, etc)			
I can tell how frequently/often I do various activities. (always, sometimes, everyday, etc.)			
I can explain my reason(s) in a sentence using からです.			
I can use climate adjectives (Cold, Hot, etc.)			

I can ask and answer a variety of simple questions.

Tasks	I can't do this yet.	I can do this with some help.	I can do this without help.
I can ask and answer questions about what I			

Example

2

JPN 1 Unit 2

Final Task (Student works)



padlet

Aya Shehata + 119 • 2mo

Japanese 1 My Daily Life

Made with ♥

Kamehameha HS Waiakea HS Hilo HS (pd.4)

3mo

3

まいにち

Daily Life Story_Draft

google docs

1

Anonymous 3mo

My Daily Life ~

3mo

3mo

おはようございます!
Good Morning!

なまえはくもちゃんです。
My name is kumochan

Japanese Project Sides

google docs

♥ 2

みこときこ

...

Pd 5 My Story

google docs

♥ 0

3mo

はるととさくら

d 4 My Story

google docs

♥ 0

ぼくのまいにち

Daily Life

1

Greeting, Name of Main Character, Age,
おはようございます!
ぼくのなまえは、ピーターです。
ぼくは100さいです。

2

Location of Home
ぼくはxxxにすんでいます。

3

Time to get up, Time to go to bed
ぼくはに7じにおきます。ぼくはたいてい10じころねます。

4

What is a pet?, Name
ぼくのペットはわにです。
わいのなまえは、ミケです。

5

Breakfast and Dinner
ぼくは、まあいさ みそしる を たべます。
ミケは、たいていにあさ 10こにんじん を たべます。
ぼくは、まいばん ごはん を たべます。
ミケは、まいばん たまご を たべます。

6

Likes & Dislikes
ぼくは、みそしる が すきです。
ミケは、かえる が だいずきです。
ぼくは、たまご が きらいです。
ミケは、だんご が きらいです。

7

8

おはよう!
きょう さむいです。
だから、ミケと ゆき でそりをします。
(thats why mike and (i) go sled in the snow)
ぼくは きょう うれしい です。

JPN 1 Unit 3

Unit Plan Process

1

Choose a Topic



Bento

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

2

Decide on the Final Task



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

3

Create a student sample work

Final Task examples for JPN1

Set 1: culture /messages
 どのおべんとうがすきですか。1ばんがすきです。
 わーすごい・おいしそう・カラフル・いいね・かわいい・しんじら
 ~がはっています
 ~をつくりました
 リラックス・がんばって・おたんじょうびおめでとー・おめでとー
 おいおい・たんじょうび・かんしゃ・あやまる・はげます
 ~のために~メッセージをおくります。

Set 2: color/ shape
 色: 赤、黒、白、黄色、緑、青、紫、ピンク
 形: 三角、丸、四角、長方形

Set 3: counters/ to whom
 ひとつ、ふたつ・・・
 お父さん、お母さん、おじいさん、おばあさん、妹、弟、お兄さん

Set 4: Message
 ~のために~をつくりました
 すきな~をいれました

Example Message
 お母さん、いつもありがとう。きょうは**かんしゃのためにお弁当を作りま**
した。お母さんの好きなものを入れました。三角のおにぎりふたつ、ブロッコリ
 みつつ入れました。ウイナーでたこをつくりました。おいしくたべてね。

Teachers create an example letter, and identify essential vocabulary and sentence structures.

4

Create Final Task Sheet for Students

Japanese 1 Unit 3 Task Sheet

PD: なまえ:

おべんとうをつくらう Let's make a bento

Have you made a bento for someone? Let's make a bento with your message for your family members.

Your role and purpose	Make a bento for someone you love and write a message for them.
Your Audience	Your family, classmates, and other Japanese class students at neighboring schools
Language Topic	<input type="checkbox"/> ~へ (to whom) <input type="checkbox"/> メッセージ (message: thank you or sorry etc.) <input type="checkbox"/> ~をつくれます。(つくりました。) (what did you make?) <input type="checkbox"/> ~のために (what for) <input type="checkbox"/> ~つ (counters) <input type="checkbox"/> ~より (from)
Product	Please submit followings: 1. A letter to your bento recipient in Japanese and English - you may use Google Doc/Google Slide/Canva. 2. A photo of your homemade bento 3. A "received or thank you" note from the bento recipient to you with their signature.

Presentation Rubric - Novice Learner

Criteria	Exceeds Expectations	Meets expectations	Does Not Meet Expectations
	10	Strong: 9 Minimal: 8	7 and below
Japanese Language Use How rich is my letter in Japanese language?	Wide variety of familiar vocabulary is used appropriately. Incorporating many new expressions from the current unit.	Variety of familiar vocabulary is used appropriately. Incorporating several new expressions from the current unit of study.	Simple, familiar vocabulary is used appropriately. Incorporating a few new expressions from the current unit of study.
English Language Use How well did I express myself in English letter?	Letter in English was very meaningful and thoughtful.	Letter in English was somewhat meaningful and thoughtful.	Letter in English is not very meaningful and thoughtful.
Obento craftsmanship	Obento looks carefully and thoughtfully created.	Obento looks created somewhat carefully and thoughtfully.	Obento seems that it was made with minimum effort.

5

Create Lesson Materials

Who におべんとうをつくります I am going to make a bento for ...

だれ Who?

Mom for おかあさん に おべんとう を つくります

Grandpa Grandpa Grandma Dad Younger brother Boyfriend Girlfriend

おじいさん おばあさん おとうさん おとうと かれし かのじょ

Unit 3 L obento : Vocabulary
 Study online at
[Quizlet part 1](#)
[Quizlet part 2](#)

日本語 (にほんご)	英語 (えいご)
いくつ ikutsu	How many
あります arimasu	There is (are)
ひとつ hitotsu	1
ふたつ futatsu	2
みつ mittsu	3
よっつ yottsu	4

メロン・めろん meron	melon
すいか suika	watermelon
きゃべつ kyabetsu	cabbage
おじいさん ojisan	grandfather
おばあさん obaasan	grandmother
おとうさん otousan	father
おかあさん okaasan	mother
おねえさん oneesan	Older sister
わたし watashi	I/me

Obento comparison

ハワイと にほんの おべんとうの ちがいは なんですか。

What is difference between a Hawaii style bento and a Japanese style bento?

Example

3

JPN 1 Unit 3

Final Task (Student works)

Bento making lesson



Student Work 1



おねえさんへ
 きょうは、おねえさん に おべんとうを つくります。
 しかくすばむ むすび を ふたつ
 つくります。
 ちやいろ ちきんかつ を ひとつ つくります。
 きいろ たまごやき を ふたつ つくります。
 かんしゃ のために ありがとう のめっせーじを おくります。
 おねえさん、いつも ありがとう。
 より。

HUGS
 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 just for you,
 knowing that you love chicken katsu and
 spam musubi. I hope you enjoy! Thank you
 so much and I love you!
 Love,

LOVE

Student Work 2

いもうとへ、
 きょうは、いもうとにおべんとう
 を つくります。
 しかくいたまごやきをひとつとご
 はんをつくります。
 ありがとうのめっせーじをおく
 ります。
 いもうと、いつも ありがとう。
 より

_____, my little sister,
 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.



Other levels

Japanese 2

CULTURES

Interact with cultural competence and understanding

Relating Cultural Practices to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

Relating Cultural Products to Perspectives:

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

Lesson Slides

Unit 3 Lesson 1

ダニエル・イノウエを
していますか



ダニエル・イノウエ

1924年: ハワイで生まれました。

1941年: 17さい。ハワイ大学のせいとでした。

1942年: 442nd RCT: About 18,000 men served, ultimately earning 9,486 Purple Hearts

1943年: 442れんたいにはいました。

UNIVERSITY of HAWAII MANOA

Killed 2,403 U.S. personnel, including 68 civilians

President Franklin Roosevelt issued Executive Order 9066, sending 120,000 people from the US west coast into internment camps because of their ethnic background.



Unit 3 Lesson 2

いっせい にせい
一世 & 二世



につけい じん かしかん
日系アメリカ人の価値観

につけい じん かしかん と い
日系アメリカ人の価値観の～を取り入れたいです。
I would like to adapt the Japanese American value: “～”.

ぎり 義理 (義理)

かんしゃ 感謝 (感謝)

はじ 恥 (恥)

めいよ 名誉 (名誉)

せきん 責任 (責任)

しかた 仕方がない (仕方がない)

ほこ 誇り (誇り)

かげさま お陰様で (お陰様で)

がんば 頑張り (頑張り)

がまん 我慢 (我慢)

Unit 3 Lesson 3

かもん
家紋



時代

鎌倉時代 室町時代 江戸時代 平成

安土桃山時代 明治 大正 昭和

じだい時代

へいあん じだい 794 - 1185

むろまち じだい 1336 - 1573

えど じだい 1603 - 1868

れいわ じだい 2019 - now

かもんが じはじまりました

さむらいが かもんを つかいました

しよみんも かもんを つかいました

ふだん あまり つかいません

Kamon was started/appeared

Samurai used Kamon.

Commoners also used Kamon.

(We) usually don't use (it) daily life.

Student Work

Veteransのみなさま

初めまして。私の名前は[]です。ヒロこうこうの3年生で、じゅうろくさいです。私の祖先は中国から来ました。そして私は七世です。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とり入れました。牡羊は「思いやり」をあらわします。そして蘭は「感謝」をあらわします。からだに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 [] and I am a junior attending Hilo High School. In Japanese class this quarter, we learned 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,

Example
4

Other levels

Japanese 3/4

COMMUNITIES
Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world

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

Student Work Website

アロハ・マスク
Japanese Levels 3 & 4
Quarter 2 Project

Lesson Slides

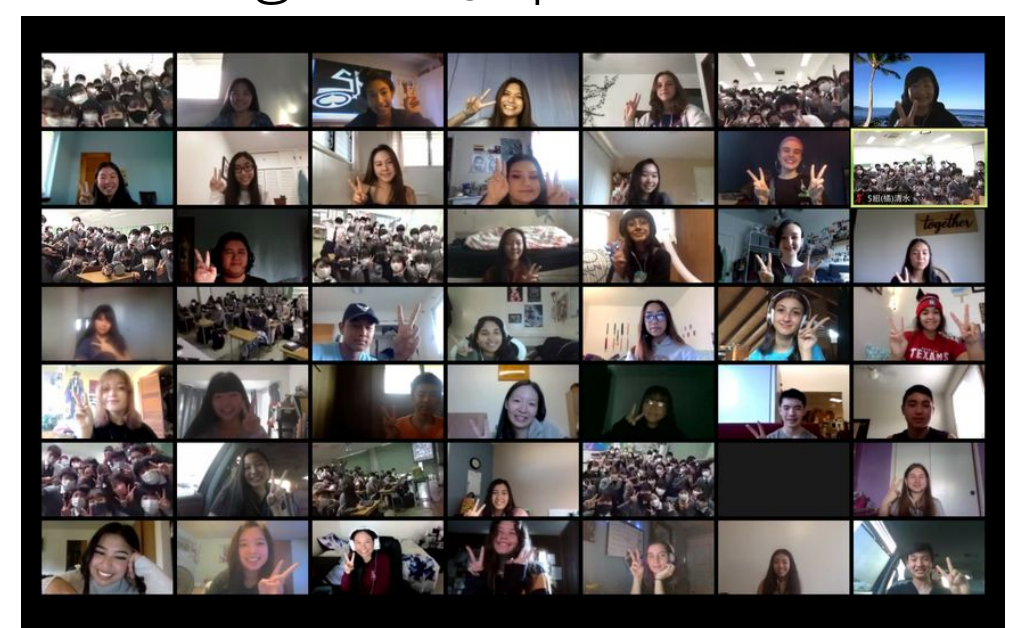
Meeting with Japanese School

Q: マスクをするべきですか。

はい、マスクをするべきだと思います。
おも I think that (we) should wear masks

いいえ、マスクはしなくてもいいと思います。
おも "No, I think that (we) don't have to wear masks."

ゆき



Q: マスクをするべきですか。

はい、ハワイのルールですし、
and
あんぜん安全のために
safety for
マスクをするべきだと思います。
おも I think that...
ゆき

"(It) is a rule in Hawaii, and for safety, I think that (we) should wear masks."

みせ
お店でマスクをしないと
If (you) don't wear a mask in a store,
いはん
ルール違反になります。
(your action) will be (become) a rule violation.

50% OFF

Online Voting Form

アロハ・マスク投票

お一人様一投票のみで宜しくをお願いします。
Please vote only once per person.
以下の各賞のカテゴリにつき、一つずつビデオを選んで投票してください。
Please vote one video on each category.
投票期間 voting period : 2020年12月24日~12月31日 (日本時間)
12/23/2020 - 12/30/2020 (Hawaii Time)

* Required

Email address *

Your email

1. ベスト・アート賞 (Most Artistic Award) *

ARTS

Choose

2. ベスト・メッセージ賞 (Best Story Award) *

結果発表

183名の方の投票により選ばれたビデオです!

1. ベスト・アート賞
見せて伝える表現力

2. ベスト・メッセージ賞
心に伝わる表現力

3. ベスト・日本語賞
日本語で伝える表現力

ベスト・アート賞
Congratulations!

ベスト・メッセージ賞
Congratulations!

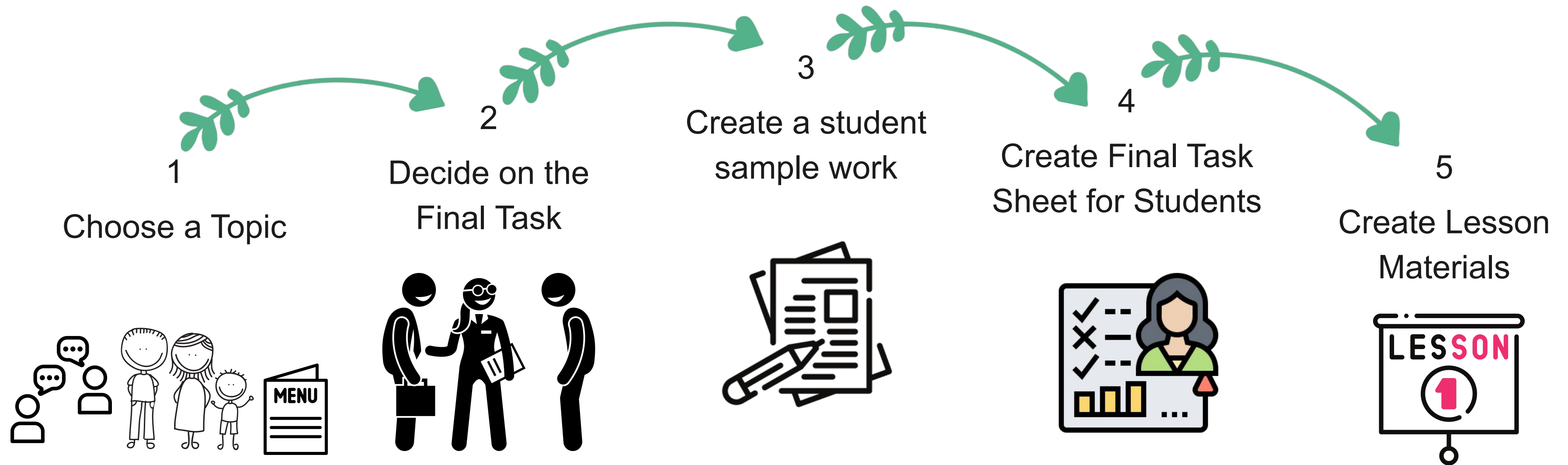
ベスト・日本語賞
Congratulations!

おめでとうございます!

↓ 特別賞 (Sensei's Choice Award) ↓



Backward Design Process



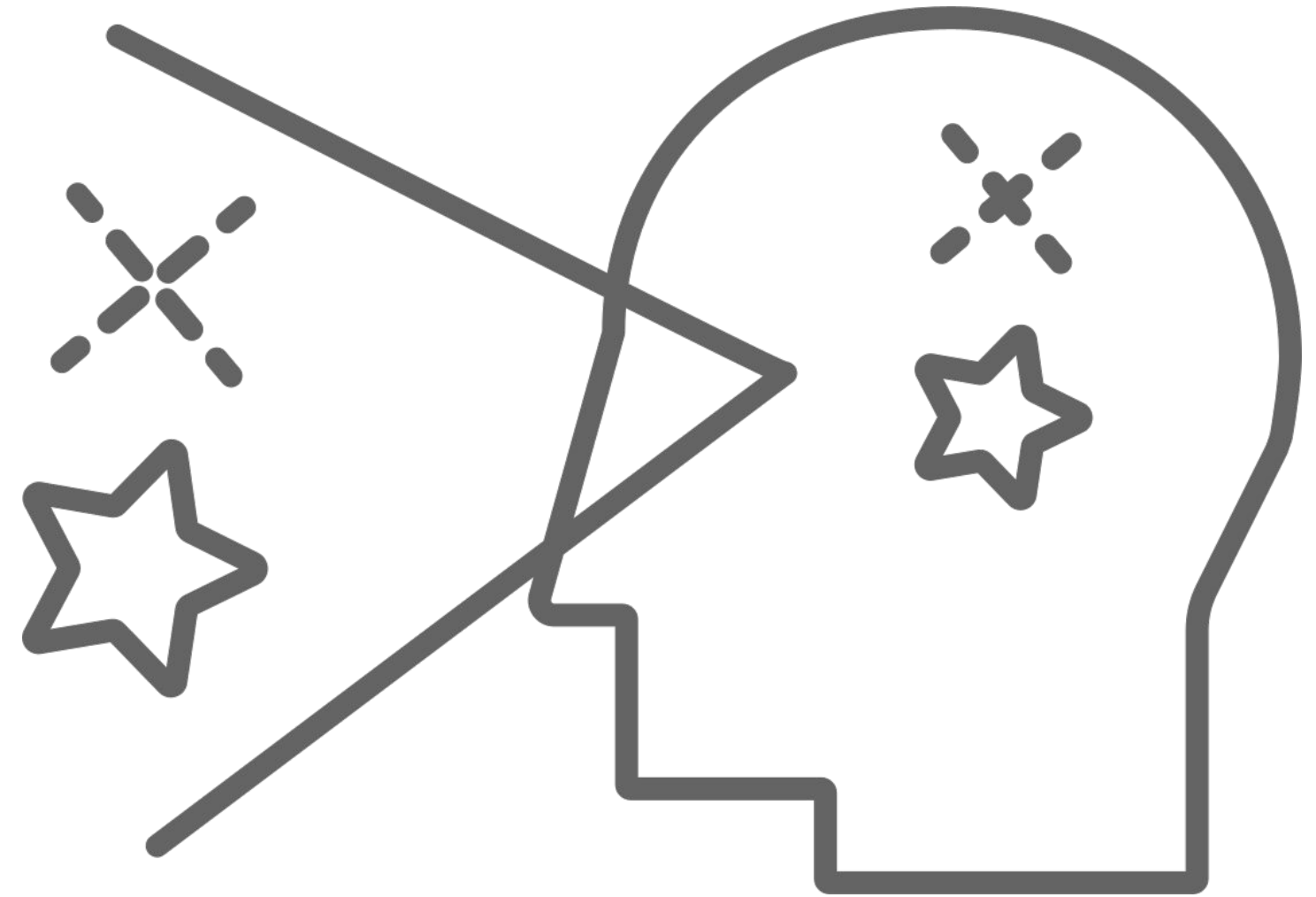
This process is adapted from Yo Azama Sensei's workshop hosted by

[CAILT](#) & [AP Japanese Summer Institute](#) 2020

4

TPRS Slides

How we made our TPRS slides



How did we teach with T2

90% of the time?

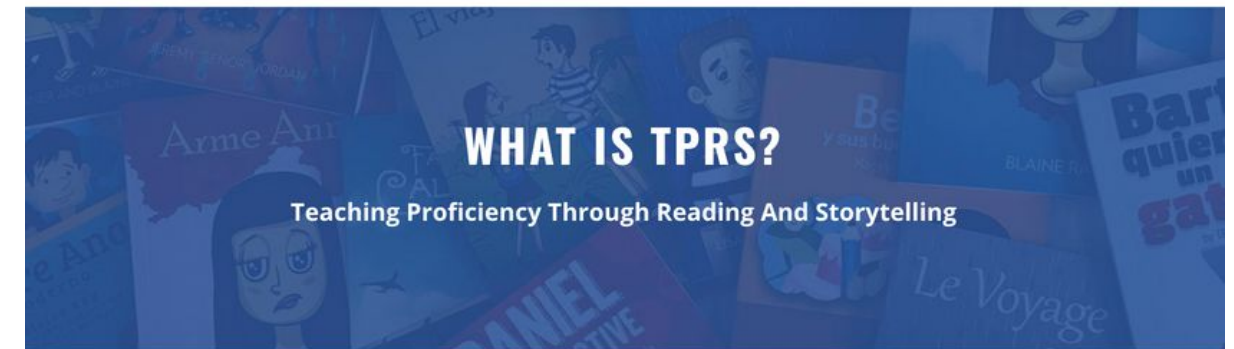




TPRS

Teaching Proficiency through Reading and Storytelling

We used free resources from the [TPRSbooks.com Teacher Portal](https://portal.tprsbooks.com) as our model, and developed our own.



[Missy Sensei's Lesson 1.1 YouTube Video](#)



[Blaine Ray's Lesson 1.1 YouTube Video](#)

da re? Who?	na n?/ na ni? What?	do ko? Where?
-----------------------	-------------------------------	-------------------------

otoko no ko ga i ma su
男の子がいます。
 boy is there/exists
 There is a boy.

watashi me/I	ga subject marker
anata you	imasu exists/is there
kare he	imasen doesn't exist
kanojyo she	
hito person	

do u? How?	do u shi te? Why?	i tsu? When?
----------------------	-----------------------------	------------------------

[Now, you can download Japanese slides from the https://portal.tprsbooks.com/](https://portal.tprsbooks.com/)

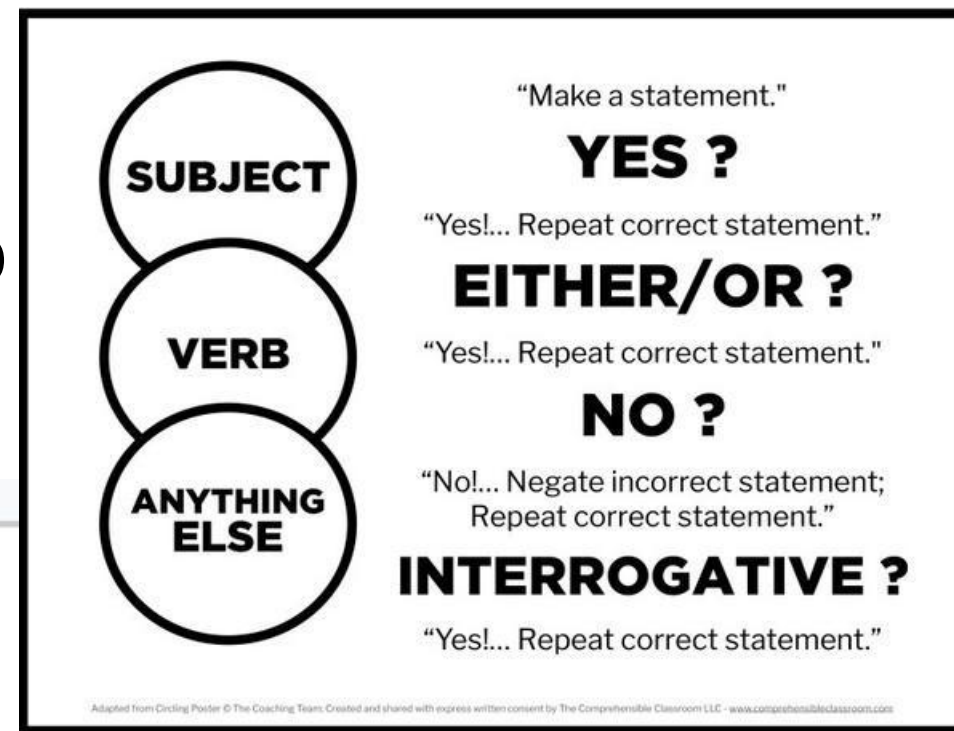
WHAT IS TPRS®?

TPRS® or Teaching Proficiency through Reading and Storytelling® was created by Blaine Ray, a Spanish teacher, in the late 1980s. It is a language teaching method based on the idea that the brain needs enormous amounts of Comprehensible Input (CI) to acquire a new language. In addition, teachers and students interact and create opportunities for students to speak and try out their new language, resulting in rapid gains in fluency. In fact, recently some TPRS online classes have students reaching the intermediate-mid level in just 60-100 hours where typically this takes 400-600 hours. TPRS focuses on using interactive, co-created oral stories, readings and novels that contain the most commonly-used words and phrases in Spanish, French, German, or other foreign languages to help students get familiar with a new language easily and quickly.

Stage 1

(Qtr1 SY20-21)

Teachers needed practice on Circling & Triangling, so we made detailed presentations with guiding slides.



[The Comprehensible Classroom](http://www.comprehensibleclassroom.com)

はい いいえ
 Yes OR No

Naomi san wa
 なおみさんは
 Nijuu-ni sai desu ka.
 22 さいですか。
 Is Naomi 22 years old?

はい いいえ
 Yes OR No

Naomi san wa
 なおみさんは
 Juu yon sai desu ka.
 14 さいですか。
 Is Naomi 14 years old?

EITHER
 OR

Soretomo
 それとも

22

23

24

Naomi san wa
 なおみさんは
 Nan sai desu ka.
 何さいですか。
 How old is Naomi?

なん(nan)
 What?

How old is ~?
 ~ san wa
 ~さんは
 Nan sai desu ka.
 何さいですか。 I am ~years old.

Watashi wa
 わたしは
 ~ sai desu.
 ~さいです。

なん(nan)
 What?

- 名前 (なまえ namae)
 ...Name
- です。(desu)
 ...is/are/am
- じゃないです。(janai desu)
 ... isn't/aren't/am not
- ~か。(~ka)
 ...? (asking question)
- ~さん(~san)
 ...Mr/Miss/Mrs.
- ~さい(~sai)
 ...years old

- はい(hai)
 ...Yes
- いいえ(iie)
 ...No
- それとも
 (soretomo)
 ...Or
- 何(なん nan)
 ...What

25

26

27

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.

まいあさ
ぼくは 毎朝
Boku wa maiasa

むし た
虫を 食べます。
mushi o tabemashu

I eat bugs every morning.

10

つるつる たまご は
Tsurutsurutamago wa

まいあさ なに た
毎朝 何を 食べますか。
Maiasa Nani o tabemasuka

What does TsuruTsuru Tamagao eat every morning?

なに なん
What? What?

11

つるつる たまご は
Tsurutsurutamago wa

むし た
いつ 虫を 食べますか。
Itsu mushi o tabemasuka

When does Pyon Pyon eat Dango?

いつ なに なん
When? What? What?

12

だれ が
Dare ga

まいあさ むし た
毎朝 虫を 食べますか。
Maiasa mushi o tabemasuka

Who does eat bugs every morning?

だれ いつ なに なん
Who? When? What? What?

13

あさごはん I don't eat anything.
なにも たべません。
Nani mo tabemasen.

- たまご tamago
- パン pan
- ごはん gohan
- むすび musubi
- シリアル shiriaru
- くだもの kudamono
- ヨーグルト Yo-guruto
- さかな Sakana
- あり ari
- かめ kame
- ねずみ nezumi
- はっぱ happa


14

Stage 3 (Qtr4 SY20-21)

Now both teachers and students can Circle/Triangle
(Yes/No/Either/1 H5W questions) with some guiding slides.

いichirouのへやは どんなへやですか。
What kind of room Ichiro has?

いichirou



いichirouのへやは おおきいです。
Ichiro's room is big.

どんな
What kind of?

7

わたしのへやは~です。
My room is ~



くらい
dark



あかるい
bright

8

いichirouのへやは どんなへやですか。
What kind of room Ichiro has?

いichirou




いichirouのへやは くらいです。
Ichiro's room is dark.


どんな
What kind of?

9

わたしのへやは~です。
My room is ~



きれい
clean



きたない
dirty/messy

いichirouのへやは どんなへやですか。
What kind of room Ichiro has?

いichirou



いichirouのへやは きれいです。
Ichiro's room is clean.

どんな
What kind of?

わたしのへやは~です。
My room is ~



かわいい
cute/pretty



おもしろい
interesting/fun

No more everyday dilemma - which CI activity shall I do today?

自転車操業から抜け出しました！



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!



5

Your Turn

Let's share ideas!

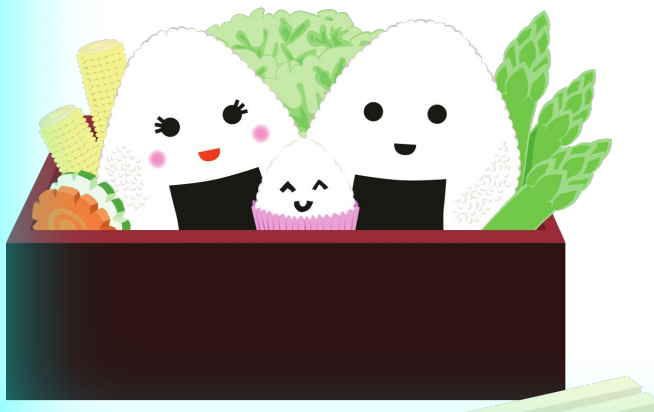


JPN 1 Unit 3


Unit Plan Process

We are going to do this part together!

1 Choose a Topic



2 Decide on the Final Task



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

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

3 Create a student
sample work

Task examples for JPN1

1: culture /messages
どのおべんとうがすきですか。1ばんがすきです。
わーすごい・おいしそう・カラフル・いいね・かわいい・しんじら
～がはっています
～をつくりました
リラックス・がんばって・おたんじょうびおめでとう・おめでとう
おいわい・たんじょうび・かんしゃ・あやまる・はげます
～のために～メッセージをおくります。

2: color/ shape
色：赤、黒、白、黄色、緑、青、紫、ピンク
形：三角、丸、四角、長方形

3: counters/ to whom
ひとつ、ふたつ・・・
お父さん、お母さん、おじいさん、おばあさん、妹、弟、お兄さん

4: Message
～のために～をつくりました
すきな～をいれました

Sample Message
お父さん、いつもありがとう。きょうはかんしゃのためにお弁当を作りました。
お母さんの好きなものを入れました。三角のおにぎりふたつ、ブロックリ
みつつ入れました。ウイナーでたこをつくりました。おいしくたべてね。

Create an example
letter, and identified
essential vocabulary
and sentence
structures.

4 Create Final Task
Sheet for Students

Japanese 1 Unit 3 Task Sheet

PD:
なまえ:

おべんとうをつくらう Let's make a bento

Have you made a bento for someone? Let's make a bento with your message for your family members.

Your role and purpose	Make a bento for someone you love and write a message for them.
Your Audience	Your family, classmates, and other Japanese class students at neighboring schools
Language Topic	<input type="checkbox"/> ～へ (to whom) <input type="checkbox"/> メッセージ (message: thank you or sorry etc.) <input type="checkbox"/> ～をつくれます。 (つくりました。) (what did you make?) <input type="checkbox"/> ～のため (what for) <input type="checkbox"/> ～つ (counters) <input type="checkbox"/> ～より (from)
Product	Please submit the following: 1. A letter to your bento recipient in Japanese and English - you may use Google Doc/Google Slide/Canva. 2. A photo of your homemade bento 3. A "received or thank you" note from the bento recipient to you with their signature.

Presentation Rubric - Novice Learner

Criteria	Exceeds Expectations 10	Meets expectations Strong: 9 Minimal: 8	Does Not Meet Expectations 7 and below
Japanese Language Use How rich is my letter in Japanese language?	Wide variety of familiar vocabulary is used appropriately, incorporating many new expressions from the current unit.	Variety of familiar vocabulary is used appropriately, incorporating several new expressions from the current unit of study.	Simple, familiar vocabulary is used appropriately, incorporating a few new expressions from the current unit of study.
English Language Use How well did I express myself in English letter?	Letter in English was very meaningful and thoughtful.	Letter in English was somewhat meaningful and thoughtful.	Letter in English is not very meaningful and thoughtful.
Obento craftsmanship	Obento looks carefully and thoughtfully created.	Obento looks created somewhat carefully and thoughtfully.	Obento seems that it was made with minimum effort.

5 Create Lesson
Materials

Who におべんとうをつくります I am going to make a bento for ...

だれ Who?

Mom for おかあさん におべんとう を つくります

Grandpa Grandpa Dad Younger brother Boyfriend Girlfriend

おじいさん おばあさん おとうさん おとうと かれし かのじょ

Unit 3 L obento : Vocabulary

Study online at
Quizlet part 1
Quizlet part 2

日本語 (にほんご)	英語 (えいご)
いくつ ikutsu	How many
あります arimasu	There is (are)
ひとつ hitotsu	1
ふたつ futatsu	2
みつつ mittsu	3
よっつ yottsu	4

メロン・めろん meron	melon
すいか suika	watermelon
きゃべつ kyabetsu	cabbage
おじいさん ojisan	grandfather
おばあさん obaasan	grandmother
おとうさん otousan	father
おかあさん okaasan	mother
おねえさん oneesan	Older sister
わたし watashi	I/me

Obento comparison

ハワイと にほんの おべんとうの ちがいは なんですか。

What is difference between a Hawaii style bento and a Japanese style bento?



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.)



6

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
- Analyzed students learning (share & advise each other & ...)
- Allowed neighboring school students to interact
- Fun to work together. 😊

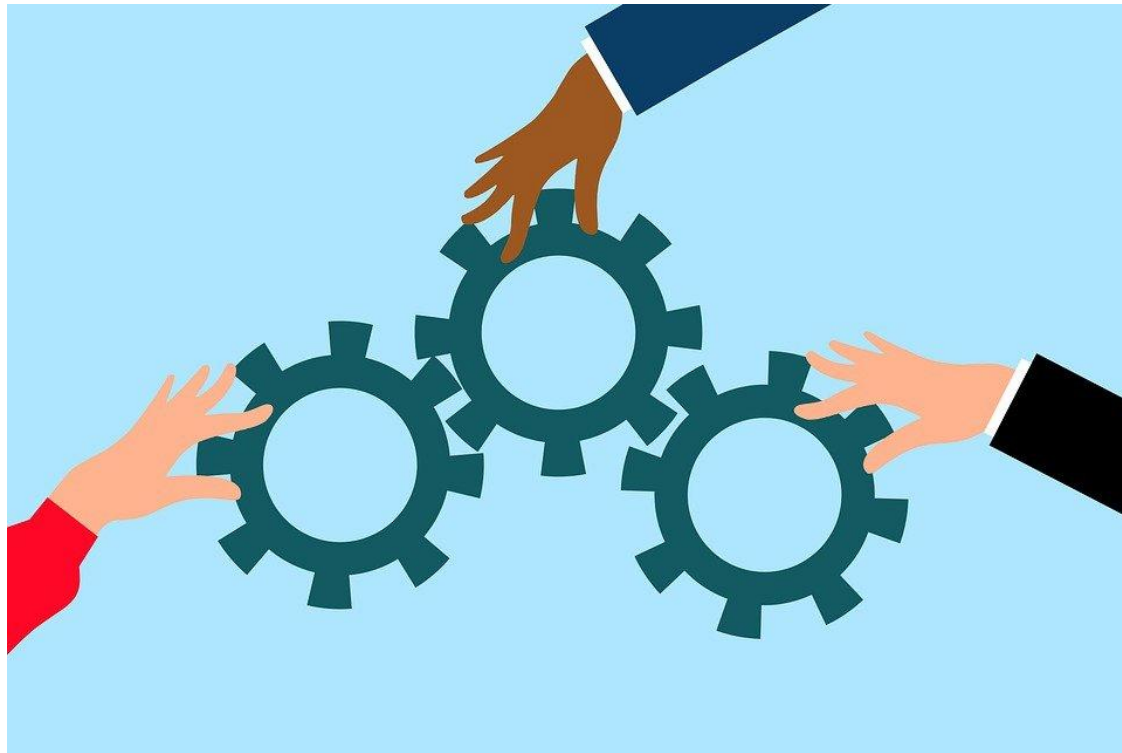
改善したい点

AREAS OF IMPROVEMENT

- Have a yearly planning
- Keep an extra space - plan a little less contents that we think we can teach in a unit
- Need to set a time for reflection at the end of each unit
- Use Can-do statements more regularly

- Lessen English Translations on teaching slides
- Differentiate/ give choice on final task assessment
- Develop proficiency-based grading process
- Collect student feedback and do the data analysis

HOW TO CONNECT?



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した



aya.shehata@k12.hi.us



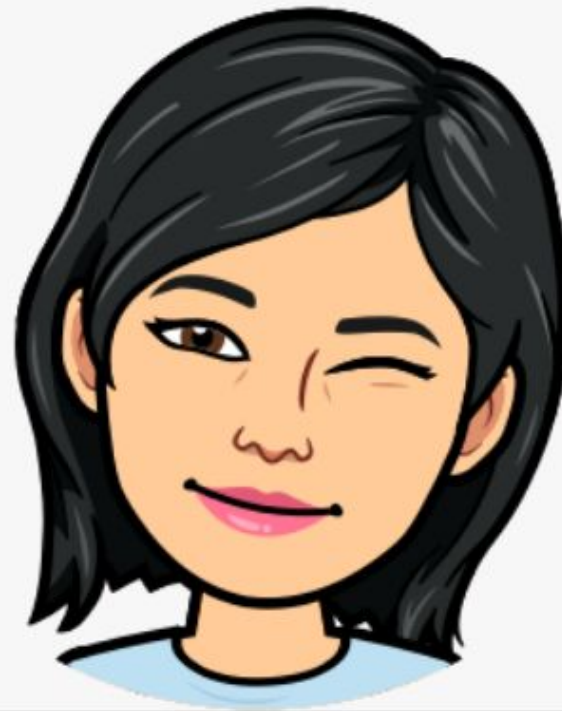
mineko.todd@k12.hi.us



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?

