

Lesson Four



Learning Objectives:

KS2 National Curriculum Guidelines for MFL

- 1e To help remember kanji, children will relate the kanji characters to the world around them
- 2b Children will consider their own culture and compare it to Japan when thinking about the origins of Japanese and English writing systems
- 3a Children will understand the interrelationship of sounds and writing – learning how kanji were formed and some basic meanings

KS2 National Curriculum Guidelines for Geography

- 3a Children will identify and describe what Japan is like in terms of location and weather

KS2 National Curriculum Guidelines for Art

- 2c Children will use a variety of methods and approaches to communicate their own ideas and feelings in the creation of their own kanji characters
- 4b Children will investigate teru teru bozu and the materials used to create them

Starter (10 minutes)

- Explain to the children that there are 3 alphabet systems used in Japan and that when writing their name badges, they used the katakana alphabet. Today they will be looking at kanji, or Chinese characters (see Culture Notes for further information).
- Show children the kanji presentation to demonstrate the origins of certain kanji. For example, show the kanji for the word river (川). Can any of the children guess what it means? Show how it developed. Repeat for other words such as mountain, tree, dog, sun etc.

Optional Extra!

As a way into learning about kanji, you could show children various pictograms that represent a word – such as traffic signs, symbols used on computer programmes etc, where no English is written, but where a word or idea can be interpreted simply by looking at the pictogram. Liken this to kanji where pictogram style characters are used to represent a whole word, rather than simply a sound.

LANGUAGE AWARENESS POINT

You may also wish to introduce children to the following characters and have them guess the meaning based on the kanji they've already learned (use the 'kanji – guess the progression' presentation to help):

If tree is: 木

then what might 林 be? (hayashi – wood)

what about 森 ? (mori – forest)

How could the children use their knowledge of 'tree' to work out the other kanji?

- Children could practise the correct kanji stroke order by using an imaginary paint brush to write the characters. They could also count the strokes in order in Japanese, as a Japanese child would. This will reinforce their number learning.

Optional Extra!

Each kanji character represents a word in its own right, but they can also be combined to make new words. Have children see if they can work out the meanings of the following compounds (use the 'kanji – guess the progression' presentation to demonstrate):

電	den	electric/electricity
話	wa	speak
電話	denwa	
飛	hi	fly/leap
行	ko	to go
機	ki	machine
飛行機	hikoki	aeroplane

Main (25 minutes)

- Hand out the kanji worksheet and have children practise writing various different kanji. Again, emphasise the importance of using the correct stroke order and have children practise in pencil first. You should demonstrate how to draw the strokes on the white/ blackboard first.

Options: (1)

- Once you are satisfied that the children are able to reproduce the kanji accurately, then they could try some calligraphy. Demonstrate how to hold the brush correctly and how to apply the ink to the paper. It should also be mentioned that each stroke should only be painted once.
- Have the children practise their favourite kanji on A4 paper. When satisfied, they can paint their best version on hanshi paper (plain newsprint works just as well) using black paint.
- You may like to refer to the picture in 'A Day with Kentaro' (an internet photo resource about the day in the life of a Japanese boy) where the classroom wall is decorated with children's kanji. Address: https://www.tjf.or.jp/shogakusei/kentaro/index_e.html
- Another good internet site which explains the school day for sixth graders at elementary school in Japan can be viewed at: https://www.tjf.or.jp/shogakusei/index_e.htm

Options: (2)

- Having examined the origins of the kanji, ask children to come up with their own. They should first of all choose the word they are going to represent, such as 'insect' and then draw a picture of it. This picture should be simplified and simplified again until they have their own 'kanji' character. Use the Japanese Language Culture Notes to help.
- Children should present their kanji to other members of the class. Can they guess the kanji?
- Kanji Card matching game: 一、二、三、木、日、山、川、犬、雨、雪

Hand out playing cards with the above kanji on (see worksheet). Children place the cards face down in front of them and, in groups of 5 to 6 players, take it in turns to reveal 2 cards at a time. If they turn over a matching pair and can say the meaning, they keep them, otherwise the cards must be turned face down again. The person with the most pairs at the end is the winner.

LANGUAGE AWARENESS POINT

If one, two and three are as follows: 一、二、三 then what might four be? (Logically it should be four horizontal strokes, but it is actually 四!!)

Plenary (10 minutes)

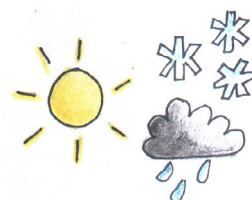
- Where is Japan? Can you point it out on a world map/ globe etc? Briefly discuss its position and make comparisons with the UK – both island nations off a major continent, Japan is located much further south than the UK.
- Stick the following kanji characters (see flashcards) on to the Japan map (printable version included in this lesson which could be enlarged):

雨
晴れ
雪
曇り

あめ
はれ
ゆき
くもり

ame
hare
uki
kumori

rain
sunny
snow
cloudy



Other good Japan maps can be found by clicking on the following links:

<https://www.japan.travel/en/destinations/>

<http://earth.google.com/> (for satellite images)

LANGUAGE AWARENESS POINT

- Can children guess what the kanji mean? Can children spot the 'sun - 日' and 'rain - 雨' elements within other kanji? How might this be helpful to a reader of Japanese?
- Talk about the weather in Japan and refer to various photos. How do the seasons compare to those in the UK? Is Japan hotter or cooler? Is the weather the same all over Japan? What about in the UK? How does the weather vary between Scotland and England for example? Why is Hokkaido so much colder than Britain? (make reference to the Gulf Stream). Show children the 'Where is Japan?' presentation for images and questions.

If you want to take the lesson further, make the teru teru bozu rain doll activity with the children (see worksheet for instructions or visit <https://www.japansociety.org.uk/resource?resource=36> for an instructional video)

Equipment

weather kanji flash cards, kanji worksheet, teru teru bozu worksheet, paint brushes, black paint, paper, hanshi paper/ newsprint, **kanji matching card game, Japanese Language Culture Notes, Japan map, Presentations: kanji, kanji – guess the progression, Where is Japan?**, (napkins, string, cotton wool, blu-tack, scissors)