

Lesson Six



Learning Objectives:

KS2 National Curriculum Guidelines for MFL

- 1c Children will learn and review the correct pronunciation of Japanese words.
- 2b Children will consider their own culture and compare it to others with regard to traditional tales.
- 3f Children will use their knowledge of Japanese creatively and imaginatively to put together a simple set of sentences.

KS2 National Curriculum Guidelines for English

- EN1, 4c Children will use dramatic techniques to explore characters and issues in Momotaro.
- EN2, 4c Children will identify how character and setting are created and how plot, narrative structure and themes are developed in the Momotaro myth.

Starter (10 minutes)

- Review all that has been learnt so far about families and sports by completing the following activity: Children should look at the 'family' and the 'sports' flashcards and try to describe what they can see. Model an example whilst pointing to the cards:

otosan desu.
おとうさんです。

This is the father.

otosan wa Hiroshi desu.
おとうさんはひろしです。

The father's name is Hiroshi.

otosan wa tennis o shimasu.
おとうさんはテニスをします。

The father plays tennis.



- Hold up other flashcards and invite children to describe what they can see. They should be able to put together 3 sentences as in the example.

Extension:

- Making reference to sports, explain that many Japanese people decide on their teams by playing a game of 'Scissors, Paper, Stone'. Does anyone in the class know how to play it? Have them demonstrate. Explain that in Japan the game is called 'jan, ken, pon' and you could play a pupil.

Main (20 minutes)

- Explain that in the following activity, the children are to be involved in the storytelling by using onomatopoeia at various points. What does onomatopoeia mean? Who can give an example? What noise does a dog make? Then explain the sounds that dogs, monkeys and pheasants make in Japanese (these are the 3 animal characters in the following story). Ask the Japanese teacher to demonstrate the animal noises/ use the kobutanukitsuneko presentation and children hazard a guess as to what animal the noises represent.

dog	inu	犬	wan wan	ワンワン
pheasant	kiji	きじ	ken ken	ケンケン
monkey	saru	さる	kya kya	キャーキャー

- Ask the children if they know of any Japanese myths. Explain that today they will be looking at Momotaro, 'The Peach Boy'. Before reading, you may wish to refresh the features of a myth (a main character with magical properties, a problem to solve, a journey, help from mythical creatures and/ or tools, a fight of good against evil, treasure, conclusion).
- Read the story of Momotaro to the children, stopping at various points to ask questions and check understanding (there is a version of the story included in this lesson plan).

The Japan Society has a digital kamishibai of the Momotaro story available to download or print. A video of the kamishibai being performed is also available: <https://www.japansociety.org.uk/resource?resource=16>

- Children should also be taught other set phrases in Japanese to call out during the story, such as 'ganbare' - がんばれ! (taught in Lesson 5).

Extension ideas:

- Teach children the Momotaro song in Japanese (see music score accompanying this lesson). The children can sing the animal part, you could call out the Momotaro reply.
- If possible, perhaps try to bring in some dango riceballs for the children to see. You can find simple recipes at the following websites: <https://www.japancentre.com/en/recipes/693-three-colour-dango-dumplings>
<https://www.thespruceeats.com/mitarashi-kushi-dango-2031131>
- Can pupils draw any parallels between Momotaro and other traditional tales they may be familiar with (such as Thumbelina/ Tom Thumb)?
- Hot seating activity: Either the teacher or a pupil sits at the front of the class and takes on the role of Momotaro (they could be given a prop to hold, such as a plastic sword, which indicates they are acting in role. They could even make the prop themselves). Other pupils in the class then interview Momotaro. They should ask him questions about his journey to Oni Island and find out about his thoughts and feelings at that time.
- If there is time, perhaps another child could take on the role of a different character from the story and also be interviewed (such as Momotaro's parents, the monkey or an ogre...)



- At a later stage, children could use the notes made during the interview to write up a newspaper.
- Children could draw a picture board version of Momotaro. Have them summarise the story into 8 points and then draw a picture to illustrate each point. Emphasise the importance of sticking to chronological order. You may also wish them to use thought and speech bubbles as in a comic strip style. Explain that picture boards were a traditional method of storytelling in Japan (called kamishibai). Why do pupils think pictures may have been more popular than a written book? (not much entertainment for children as no TVs etc and also not many books in circulation).

(Kamishibai was actually a form of street theatre. Storytellers would travel from village to village, often by bicycle. They would then set up their mini-theatre and call for their audience (mainly children) using an instrument. The picture cards would then be slotted into the theatre and revealed at the appropriate time. Often, the whole story would not be told in one sitting and the storyteller would stop at the most exciting part, leaving children anxious to hear the next instalment!)

PLENARY (5 minutes +)

- Having already established the links between Momotaro and tales such as Thumbelina and Tom Thumb, read one of them to the children and list all the similarities and differences on the board.

Equipment

family flashcards, sport flashcards, Momotaro story, Momotaro prop, Momotaro song lyrics