Using
Rokunin no Tomodachi: Series 1

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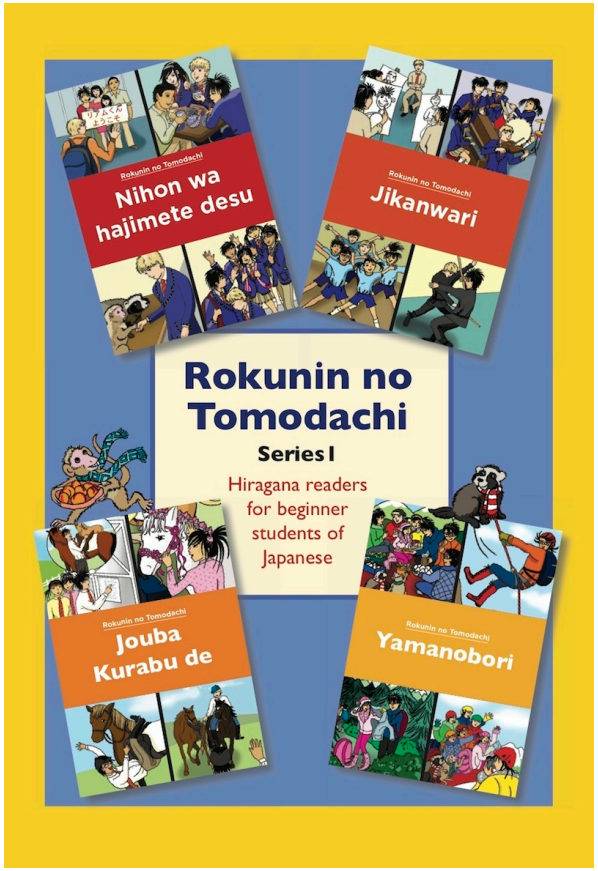
ABOUT ROKUNIN NO TOMODACHI



Rokunin no Tomodachi: Series 1

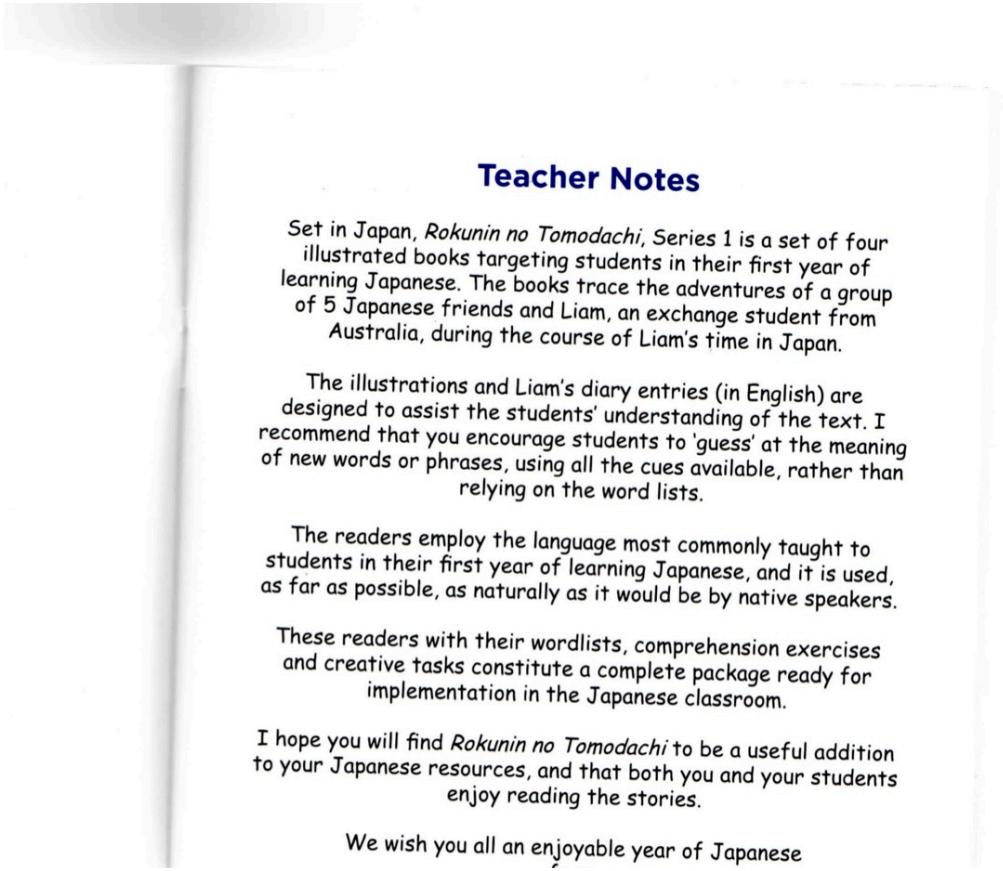
These supplementary Japanese readers for students in Year 7 or 8, their first year of learning Japanese, are designed to provide enrichment material that appeals to students in this age group.

Rokunin noTomodachi

Liam is in Japan for 6 months on a scholarship. He is 15 and wants to become a Ninja. We follow Liam's adventures with his 5 friends: Riki, Kenta, Emi, Anna and Kazuki (going from left to right)

The class mascots

and the class mascots Sa-chan and Ta-chan, who speak English.



Teacher Notes

Set in Japan, *Rokunin no Tomodachi*, Series 1 is a set of four illustrated books targeting students in their first year of learning Japanese. The books trace the adventures of a group of 5 Japanese friends and Liam, an exchange student from Australia, during the course of Liam's time in Japan.

The illustrations and Liam's diary entries (in English) are designed to assist the students' understanding of the text. I recommend that you encourage students to 'guess' at the meaning of new words or phrases, using all the cues available, rather than relying on the word lists.

The readers employ the language most commonly taught to students in their first year of learning Japanese, and it is used, as far as possible, as naturally as it would be by native speakers.

These readers with their wordlists, comprehension exercises and creative tasks constitute a complete package ready for implementation in the Japanese classroom.

I hope you will find *Rokunin no Tomodachi* to be a useful addition to your Japanese resources, and that both you and your students enjoy reading the stories.

We wish you all an enjoyable year of Japanese

Teacher Notes

Each story is approximately 500 words in length and is preceded by Teacher Notes.

READING COMPREHENSION

READER 1
日本は　はじめてです

Read the story, using the pictures and the context to help you to work out the meaning. You could even get some clues from Liam's diary entries.
Before consulting the word list, answer the questions—guessing the answers if necessary.

Question 1
A. Who is Ai?
B. What are the words for 'mother' and 'father' in Japanese?
C. What did Liam find 'special' about the Japanese bath?
D. Why was he embarrassed after the bath?
E. What did Liam eat and drink for breakfast?

Question 2
What are the names (in Japanese) for the following characters or places in the story?
A. The Japanese bath
B. The school Liam will attend in Japan.
C. The class teacher
D. The class mascots

Question 3
In Japanese, particles are used after nouns to clarify relationships between various parts of the sentence. In each of the following sentences (taken from the story) circle or highlight the particles: 'は'、 'が'、 'と'、 'の'、 'を'、 'に'

And then list the nouns in the sentence.
eg リアム (riamu) くんは　おとうさんに　ぼうしを　あげます。
Nouns: リアム(riamu)くん、　おとうさん、　ぼうし

A. たたみの　へやに　スリッパは　だめ　です。
Nouns:

B. リアム(riamu)くん、　にほんの　おふろは　みんなが　おなじ　おゆに　はいりますよ。
Nouns:

C. リアム(riamu)くんは　あさごはんに　ごはんと　みそしると　つけものと　みかんを　たべます。
Nouns:

D. リアム(riamu)くんは　たぬきの　たっちゃんと　さるの　さっちゃんに　あいさつを　します。
Nouns:

Question 4
Answer in Japanese
A. What are the two different expressions used by the students to bid farewell to the teacher in the afternoon?

B. How do Riki and Liam greet Okaasan when they get home from school?

C. How does Okaasan greet Liam and Riki when they arrive home from school?

Question 5
In English write a summary of Liam's experiences so far. Be sure to include Liam's reactions to everything that happens and what he learns about Japanese daily life.
Write about 20 sentences.

Creative Task

Mr Yamamoto has just told Class 3.1 that an exchange student from Australia, called Liam, will be joining the class for six months. In order to help Liam get to know everyone, he wants a poster introducing each class member that he can display on the noticeboard in the classroom.
Imagine you are Riki, Kenta, Kazuki, Anna or Emi. Make an A4 poster about yourself. Include a picture, and information about what you like doing and something about your personality. Your poster must be based on information you have gained about your character from the story. You can use pictures from the story or create your own. Your poster could convey its message through images or through language or both. The language must be Japanese. Use only the Japanese you have learned from the story or in class. DO NOT make up your story in English and then try to translate it!

Reading Comprehension

At the end of each story you will find comprehension exercises, a creative task and

	おとうさん	father	P14	みそしる	miso soup
	いもうと	younger sister		つけもの	pickles
	かぞく	family		みかん	mandarin
	いっしょに	together with		たべます	eat
	くるまに のります	get into the car	P16	キーホルダー (kiihorudaa)	key ring
P5	たたみ	Tatami (mat)	P17	へび	snake
	へや	room	P18	ウオンバット (uonbatto)	wombat
	スリッパ (surippa)	slippers	P19	カンガルー (kangaruu)	kangaroo
P6	みんな	everyone	P20	さんねん いちくみ	Class 3.1
	プレゼント (purezento)	present(s)		マスコット (masukotto)	mascot
	あげます	give		たぬき	raccoon dog
	ぼうし	hat		さる	monkey
	ぬいぐるみ	stuffed toy	P21	あいさつ	greeting
	ブーメラン (buumeran)	boomerang		ようこそ	welcoming greeting
P7	ふく	clothes	P22	しつもんします	ask questions
	にっき	diary		スキー(sukii)	ski, skiing
	まいにち	every day		もう	that's enough

Word list

a word list.

あい： 「かずきくん、 だいじょうぶ ですか。」
かずき： 「だいじょうぶ です。 でも、 おしりが いたい です。」

Kazuki’s fall

Illustrated in manga style the books are visually appealing. The picture support allows the stories to be developed beyond the boundaries imposed by limited linguistic ability.

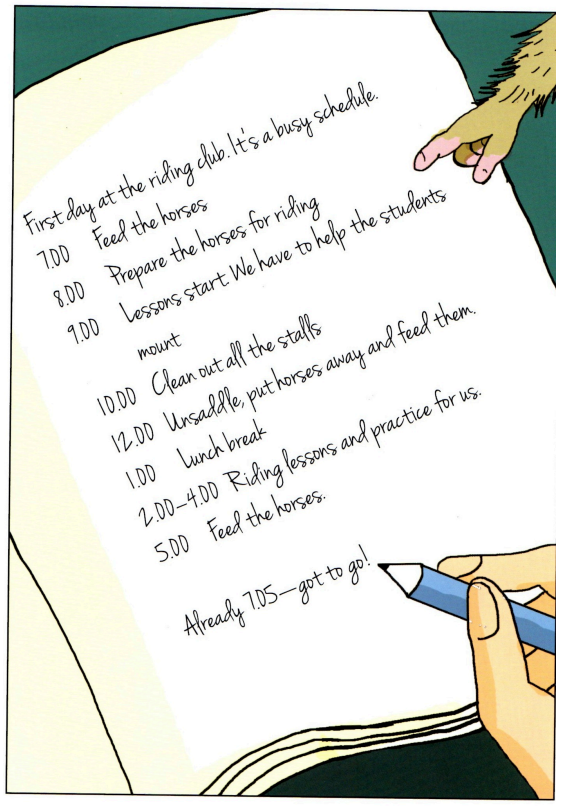
あんな：　「みちは　けわしい　です。　たいへん　です。」

おばあちゃん：　「あんなちゃん、　がんばって　ください。」

Steep track

The aim is to encourage students to deduce meaning from the text with minimal reliance on translation.

リアムくんは　にっきを　かきます。



Liam's diary

Liam's diary entries also assist comprehension, without giving an exact translation of the text.

Detailed explanations for the next 4 slides are available on my blog.

Slide 13: trishtakahashi.wordpress.com - Using the 'Rokunin no Tomodachi' readers

Slide 14: trishtakahashi.wordpress.com - Using the 'Rokunin no Tomodachi' readers: 2

Slide 15:
trishtakahashi.wordpress.com - Using the 'Rokunin no Tomodachi' readers:3. Book 1 'Nihon wa hajimete desu

Slide 16:
trishtakahashi.wordpress.com - Using the 'Rokunin no Tomodachi' readers: 4. Book 1 'Nihon wa hajimete desu' (continued)

IDEAS FOR USING ROKUNIN NO TOMODACHI IN THE JAPANESE CLASSROOM

As extension material

- In the multi-level classroom, as reading material for the more able students to read while waiting for the rest of the class to catch up.
- Alternatively, you could set aside 1 or 2 lessons per fortnight, for ‘extension’ students to work independently with the readers

As a whole class activity

1. Students, working individually or in pairs, go through the book from P5 to P29, looking only at the pictures. They then write out a possible story-line, in English.

AND/OR

2. Divide the story into sections (1 or 2 pages). Students work in pairs, reading their section of the story out loud. Drawing on prior knowledge, using the clues in the pictures, guessing if necessary, they work out and then write an English version , without consulting the word list.

As a whole class activity (contd.)

3. Give students section of script with lines jumbled for them to reassemble without consulting the book
4. Dramatic interpretation of the story
5. Get students to research any features of Japanese culture that come up in the story
6. Get students to research the food featured in a particular story
7. Students collaborate in groups to bring samples of food to taste. You could even plan a meal for the whole class
8. Taste-testing activity of Japanese snacks, vegetables, dishes.

Book 1: Nihon wa hajimete desu

Suggested lesson sequence (8x1 hour lessons)

1. Read the story
2. Cultural research. Japanese family life: slippers and the Japanese bath
3. Dramatic interpretation of the story
4. Dramatic interpretation of the story (contd.)
5. Preparation for taste-testing of Japanese snacks
6. Taste-testing activity—Japanese snacks
7. Research—typical Japanese family meal
8. Class activity—a Japanese meal

Reading the story

1. Students to go through the book from page 5 to page 29, looking at the illustrations, and reading the diary entries to get an outline of the story , without trying to read the Hiragana
2. Explain about the Katakana words and the Romaji guide to pronunciation. Revise, reinforce language on pages 18–21 (introductions and present-giving and –receiving) and page 24 (asking Liam about his age and leisure activities). What is Kenta is doing on page 18 and Kazuki on page 19?

Reading the story (contd.)

3. Students work in pairs. Give each pair a section of the story and get them to sound out the Japanese and work out the meaning of their section. Give each pair a sheet of A4 paper for their English version. I would probably divide the story up as follows:

Pages 5–7 (13 lines)	Page 8 (15 lines)
Page 9 (13 lines)	Pages 10 & 11 (7 lines)
Page 14 (5 lines)	Pages 16 & 17 (6 lines)
Page 18 (11 lines)	Page 19 (9 lines)
Page 20 (10 lines)	Page 21 (10 lines)
Pages 22 & 23 (11 lines)	Page 24 (8 lines)
Pages 25–28 (10 lines)	

   Each pair should work out the meaning of the language in their scene(s), drawing on prior knowledge and, if necessary, 'guessing' the meaning of the text, using clues provided in the illustrations, diary entries and back cover blurb. They then write out an English version of the story, in their own words, without consulting the Word List.

4. Each pair reports to the class.

Lesson 2: Cultural research

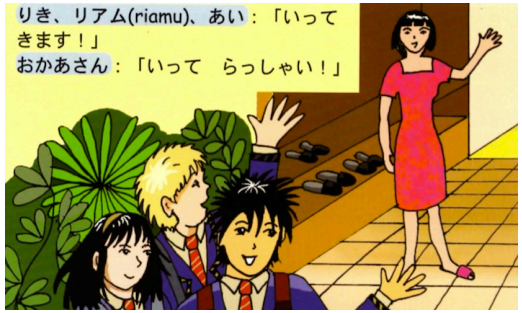
Japanese family life 1: slippers and the Japanese bath

Worksheet 1—available on my blog

Nihon wa hajimete desu:
WORKSHEET 1
Research tasks

PART 1: Slippers

1.



This picture shows the entrance to Riki's house. The entrance to a Japanese house is called げんかん. Find out what you can about the customs and etiquette associated with going into or out of a Japanese house. In the space below, describe these customs and compare them with the customs at your house.

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.....

.....

.....

.....

Lesson 3
Dramatic interpretation of the story: 1

1 Divide the class into 7 groups. Each group will work on one scene from the story.

- **Group 1, 3 members**. This group will work on a scene based on page 5 of the story. The characters are Liam and the official, who presents the scholarship plus Liam's mother, who is in the audience. They act out the scene as it is shown and further suggested on page 5.
- **Group 2, 2 members.** This pair acts out a scene based on page 7 of the story. The characters involved are Liam and Riki.
- **Group 3, 5 members.** This group acts out a scene based on pages 10 & 11 of the story. The characters are Riki, his parents, Ai and Liam.
- **Group 4, 2 members** The characters are Liam and Riki. They act out a scene based on pages 12, 13 & 14 of the story.
- **Group 5, 6 members.** The characters are Liam, Riki, Kenta, Kazuki, Emi and Anna. They act out a scene based on pages 18–21 of the story.
- **Group 6, 5 members.** The characters are Liam, Riki, Yamamoto Sensei, Sa-chan and Ta-chan. They act out a scene based on pages 22 & 23 of the story.
- **Group 7, 7 members.** The characters are Liam, Riki, Kenta, Kazuki, Emi, Anna and Yamamoto Sensei. They act out a scene based on page 24 of the story.

Lesson 3 (continued)

2 Students prepare to act out their scene and tableau vivant.

Lesson 4
Dramatic interpretation of the story: 2

1 Starting with Group1 and proceeding through the story in order, the students perform their role-plays, each group ending in their tableau vivant.

2. Get students to write a brief reflection on their experience. This should be written in their Japanese exercise book, and for their eyes only.

Lesson 5
Preparation for the taste-testing activity

In this lesson each student will reflect on his/her cultural background by considering what part of the world their family has come from and what language(s) their forbears originally spoke. Each student will then consider the current culture of his/her family in terms of food—snack foods, typical family meals and customs observed in relation to eating. The information from individual students will then be collated to show the variety of cultural and linguistic identities represented in the class.

Lesson 6
Taste-testing activity

Worksheet 2—available on my blog

Choose about 6–8 different types of せんべい

The students fill out Worksheet 2 as they taste the せんべい.

Conclude the lesson with a class discussion of the experience.

WORKSHEET 2

WORKSHEET 2 TASTE TESTING

Part 1

Observe the foods to be tasted and then fill out the table.

- What does each item look like? Sketch the item
- What colour is it?
- Is it shiny or dull?
- What happens when you break/tear it in half?
- What sort of aroma does it have?

Item No.	Sketch of item	Colour	Shiny/Dull	How does it break?	Aroma

Lesson 7: Cultural research
Japanese family life 2: typical Japanese meal

Students research a typical Japanese family meal, either breakfast or the evening meal, and present their results as a poster or PowerPoint presentation. Their research should cover the following points:

- What dishes are served for the meal (menu for the meal)
- Japanese names for the dishes if possible
- What sort of plates, bowls etc. are used
- Etiquette for eating the meal, including greetings before and after the meal
- Recipes for the dishes that make up the meal

Lesson 8
Class activity—a Japanese meal

Enlist help of native speaker parents

At other schools, where there were no native speakers, I have organised a Japanese breakfast with a class that was on Period 1. The breakfast was very simple, but included ごはん、みそしる、つけもの、and some おかず.

You might be able to organise a class lunch at a local Japanese restaurant.

Or you could get the students to plan their own typical Japanese meal and spend another lesson working out the logistics of the meal.

As long as the students get to eat Japanese food, it is good!

Other titles in the series

- Lesson sequences and plans for other titles in the series are available on my blog, which can be accessed from the website

Book 2: Jikanwari

- **Suggested lesson sequence—outline**
-
- Scan the story, picture by picture, **without** reference to the text. Listen to the story (CD); read the story
- Review language structures and vocabulary of the story
- Cultural research—raccoon dogs and Japanese monkeys
- Creative activity: Kamishibai
- Ninjutsu—what exactly is it? Research
- Creative activity: students make a model of a typical ninja house
- Dramatic interpretation of the story
- Dramatic interpretation of the story (contd.)
- Research Japanese Obentou
- Class lunch おべんとう. In groups, students present results of research in form of Kami Shibai, Ninjutsu demonstration, model Ninja house

Jikanwari (contd.)

- **LESSON 1**
- **Scan, listen to, read the story (1 hour). Students work in pairs or small groups.**
- **You will need:**
- Worksheet 3
- A4 cards
- Scan the story (approx. 8 minutes). Students go through the story, picture by picture, without reading the text, and answer the questions on Worksheet 3.
- Play the story on the CD. The first time through, students listen and follow the pictures. Then play the story through again. This time the students follow the script and repeat after CD, sentence by sentence. (24 minutes if you include the vocab. List).
- Divide the vocabulary list evenly among the students and have each student make an illustrated, colour, A4 flashcard for each of his/her assigned vocab. items.
- Each student writes a sentence in Japanese, using those words or phrases, to go on the back of the flashcard.
- **LESSON 2**
- **Review language and structures** (1 hour)
- **You will need:**
- Vocabulary flashcards made in Lesson 1
- Using the flashcards made in Lesson 1, review the language and structures featured in the story. (15 minutes)
- Students complete the Reading Comprehension tasks on pages 30, 31.

Book 3: Jouba Kurabu de

Suggested lesson sequence for 'Jouba Kurabu de'—outline

- Scan the story, picture by picture, **without** reference to the text. Listen to the story (CD); read the story.
- Language structures and vocabulary of the story—1. Discussion and explanation of Katakana words. Overview of language structures.
- Dramatic interpretation of the characters in this story
- Dramatic interpretation of the characters (cont'd). Reading Comprehension 'Creative Task' on P 31
- Cultural research—horses in Japan and Australia
- Cultural research—horse riding in Japan and Australia
- Explanation and practice of language structures—2
- Creative activity—poster of horse gaits and riding lesson instructions
- Cultural research—Udon
- Cultural experience—prepare and eat Udon.

Book 4: Yamanobori

- **Suggested lesson sequence for 'Yamanobori'—outline**
-
- Scan the story, picture by picture, **without** reference to the text. Listen to the story (CD); read the story.
- Language structures and vocabulary of the story—1. Discussion and explanation of Katakana words. Overview of language structures.
- Pair work exercises: planning a day trip and asking permission
- Phone conversations to arrange an outing—pair work
- Cultural research—やまのぼりand alpine activities in Japan
- Cultural research—mountain climbing and alpine activities in Australia
- Language to describe weather (cold, dark, heavy rain, bright sunshine etc)
- Creative activity—poster of horse gaits and riding lesson instructions
- Cultural research—おにぎり, おすし, やきぶた, むぎちゃ, Japanese sandwiches
- Cultural experience—prepare and eat おにぎり

Rokunin no Tomodachi: Series 2

- Series 2 is in production
- Books 5 and 6 are now available, Book 7 by end Term 1 2015 and Book 8 early Term 2

Titles for Series 2

1. うんどうかい
2. ぶんかさい
3. クリスマス　と　おしょうがつ
4. スキー

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Shopfront

http://trishtakahashi.bigcartel.com

Price List (March 2015)

- **Price List**
- Please note: I am not registered for GST

- **Individual titles**
- $17.00 per book + postage and handling

- **Boxed set of 4**
- $60.00 + postage and handling

- **Series 1 CD**
- Cost: $25 + postage and handling
- Recorded by Japanese voice actors
- Contents: The four stories;
  Word lists with spaces for students to repeat;
  Rokunin no Tomodachi song