

# Juunishi Times

こんにちは！konnichiwa!



Wow, Term 2 already! What a busy start to the year. It has been lovely to be back teaching Japanese this year and getting to meet new students and continuing to teach students that we have taught before.

Moving forward in Japanese this year, Erin will be stepping into the Wellbeing Role on a Friday. As a result of this change, Lauren Sensei will be teaching on Friday's now. Please see the updated table below for the classes we will be teaching moving forward:

Erin Sensei	Erin and Lauren	Lauren Sensei
E33 Sam/Emma	W11 Steve	E21 Brooke
W12 Jasmine	W21 Justin	E22 Kate
W13 Monica	W23 Victoria	E23 Erica
W22 Vivian	W32 Ali\Wendy	E24 Lauren Munro
W31 Lucas	W53 Alysha	E31 Poppy
W41 Jess W\Wendy	W54 Casey/Emily	E32 Jess Purkis
W42 Laura		E34 Amelia
W51 Archna		E41 Lara/Daljit
W52 Maria		E42 Sarah
		E43 Hayley
		DC1 Bree
		DC2 Michaela/Gurvinder

## “What is a linguist?”

At the beginning of the term students discussed “What is a linguist?” and here is what they have said:

A linguist is someone:

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>• that uses language</li> <li>• that never gives up</li> <li>• that asks question</li> <li>• that tries their best</li> <li>• who is a powerful learner</li> <li>• that uses alphabets, letters and sounds</li> <li>• who can understand language</li> <li>• that communicates</li> <li>• that has a growth mindset</li> </ul> |  | <ul style="list-style-type: none"> <li>• that has a positive attitude</li> <li>• that doesn't have to be fluent</li> <li>• that may use sign language, body language and facial expressions</li> <li>• who communicates on more than 1 way</li> <li>• that knows multiple languages</li> <li>• that could also read, write and/or listen to the language</li> <li>• is everyone</li> <li>• that speaks different languages</li> </ul> |
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## Japanese with Erin Sensei

In Japanese this term, Year 1 students we will be focussing on Greetings and Writing Systems and Year 3-6 students will be continuing to focus on Writing Systems.

### **YEAR 1**

They will do this by:

- explore ways to greet, noticing how words, phrases, gestures and titles vary due to relationship or context
- respond to teacher questions and classroom instructions using gestures, movement and simple modelled language
- understand that greetings, phrases and gestures are used to show respect
- reproduce the 46 sounds as represented on the hiragana chart
- understand the systematic nature of the hiragana chart

### **YEAR 3**

They will do this by:

- recognising that there are 46 hiragana with individual sounds, use mnemonic devices to remember the sound and shape of each hiragana
- understanding that the sound ん has a mora of its own
- understanding that kanji originated in China, hiragana is the simplified form of kanji, katakana is primarily used for loan words

### **YEAR 4**

They will do this by:

- recognising sound combinations using vowels and applying when speaking and in writing
- understanding that vowel length changes the pronunciation and meaning of words
- experimenting with and applying rhythm, intonation, and stress by repeating words, chunking phrases in a sentence, or varying intonation for questions, instructions, or commands in own speech, and experimenting with representing oral language in writing

### **YEAR 5**

They will do this by:

- understanding that the sounds of hiragana and katakana have the same sounds, even though the scripts look different
- applying knowledge of pronunciation of sound combinations, such as, long vowel sounds and double consonants
- developing and applying sound knowledge to written hiragana and katakana

### **YEAR 6**

They will do this by:

- applying knowledge about certain combinations of two morae make one rhythm unit (suffix and copula)
- understand that the sound of a particle does not always match its kana
- developing and applying sound knowledge to written hiragana and katakana

Term 2, Week 2, 2024

## Japanese with Lauren Sensei:

In Japanese this term, students in Reception will be focussing on numbers & colours. Students in Year 1 & 2 will continue learning about greetings and introductions. All classes will look at some Japanese Festivals throughout the term.

### RECEPTION

They will do this by:

- counting using cardinal numbers, for example, 一、二、三.
- using formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells.
- mimicking Japanese pronunciation, intonation and rhythm through shared reading and singing.
- recognising that Japanese has 3 different scripts and beginning to notice stroke order.

### YEAR 1-YEAR 2

They will do this by:

- recognising and beginning to write the 46 hiragana symbols and some hiragana words
- responding to instructions through actions, for example, きいて ください。みて ください。
- recognising sounds and rhythms of spoken Japanese
- using the hiragana chart to support their reading and writing, recognising its systematic nature.
- using formulaic expressions and appropriate gestures in everyday interactions such as exchanging greetings and farewells.

Please feel free to contact us via the school or our emails:

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Regards,

Erin Sensei and Lauren Sensei.

