

Children's House Montessori School (CHMS): Foreign Language Curriculum

The CHMS foreign language/culture program has been designed as an effort to introduce young children (between the ages of 2 1/2 to 6 years old) to the concept of foreign languages and cultures. The main emphasis is on helping children appreciate the differences and similarities of American, Japanese and French speaking languages and cultures. I have developed both the Japanese and "World French" language/culture programs which I teach at the school.

Often parents ask why we teach French and Japanese, instead of Spanish--which most schools in our area choose to offer. My answer is that I want children to experience more than one foreign language; then when they begin their Spanish studies, I hope they will be able to see how all of the languages to which they have had some (formal) exposure are alike in at least some ways. (Hopefully, as a result of having learned about a few languages, they will not have the foreign language phobia that so many Americans unfortunately do have.) Because I have some working knowledge of Spanish, I feel able to point out at times, certain ways in which either French or Japanese are similar to Spanish --all on a very basic level!

The Japanese language/culture program at CHMS presents several challenges which may be somewhat unique to our school. First, the primary class consists of children ranging in age from 2/12 to 5 years old. Secondly, some children attend 5 full days a week; some attend 3 days; and some attend only 2 days a week. In addition some children attend full days, while others are only there for only 1/2 days. Finally, because of the mixed age groups in each class, some children are just beginning to learn Japanese while others are in their second or third year of Japanese classes. Yet all children are together at "circle time" to learn Japanese together. (Kindergarten Japanese, ages 4-6, is a little easier, as all children attend class 5 days a week in a separate classroom--and the class size is generally between 9-12 children, as opposed to 20-22 children at a time in the primary classes.)

In order to keep classes interesting and challenging to all children (while at the same time not overwhelming to any children), I have found that teaching through songs works most effectively. I try to choose songs that are related to themes which children are learning about at school, as well as songs related to interests indicated by the children themselves. ("Follow the child" is the motto of Montessori education.) In addition, I teach songs related to happenings and celebrations in both Japan and the U.S.

In addition to songs, I make up games, I read or tell stories--sometimes with puppets or costumes with which the children can act, and I create a variety of "art" projects which children can work on even when I am not in the class. (Also, at the beginning of every month, each child receives a calendar to color and fill in. The picture at the top of the calendar illustrates important cultural happenings in Japan for each month.) After singing at least a few songs, I am able to give a group lesson about the story, game, or art project, then I put

the materials on a designated shelf which children can go to at their leisure during their time at school. (Montessori theory stresses the importance of the prepared environment and the ability for students to choose their work from this environment. I have a "Japanese Shelf" which is located near the geography work in the classroom. However, often my Japanese art projects are found in the art room because of their "messy" nature.)

Below, I have broken down the 2001-2002 school year into the months and the themes and topics which I have taught (or plan to teach) during each month. In the first section, I give the songs which correspond to the topics and themes of the given month. In the second section, I give a sampling of some of the stories, games, and art projects that are incorporated into each "unit".

My hope is that children will take some of their songs, stories, games, and artwork home with them, and share what they have learned with their parents. In addition, I always include a "Foreign Language Update" for parents to read in our school Newsletter, which comes out 2-3 times a year.

BASIC LESSON STRUCTURE (approx. 30 min):*

Generally speaking, my classes follow this general structure:

1) Sing a GREETING SONG; ask how each other is feeling (by November or so, we often have started including emotions and physical descriptions as possible answers when I ask how students feel.)

2) Sing a variety of songs (review+ new) related to the season, theme, and/or specific interests of the children.

3) Introduce new material in the form of an art project, game, or story. (Sometimes, if the activity is long, we only sing the greeting and sayonara songs, and 1-2 others. Students tend to have a terrific attention span for the stories when I tell them--especially when I provide puppets or other props for the story.)

4) Sing "Sayonara" song (Kumasan)

***NOTE:** I try to build upon each lesson as I progress. For those children in the primary class who have Japanese 2-4 times a week, I try to involve them somewhat in the teaching process--as sort of a review time for them. Everybody is usually happy to sing the songs together over and over again. Then, when it is time to introduce a story, game, or art project, I let those few students who have had the lesson before either watch again, help me demonstrate the lesson, or move on in the classroom to find their own work while I finish the Japanese lesson for those children who haven't had it yet.

For the kindergarten class, children generally stay together--except when we cook. (Due to our small cooking space, I find it is definitely best to let children choose whether or not they want to be involved) Often I cover much of the same

material in the kindergarten class (as a review for some, and as new material for others) as in the primary class--since so much of the primary focus is season related. However, I tend to expand upon this information with a further focus on learning to read/write hiragana--especially words related to the children's interest. Also, I relate Japanese lessons as much as possible to the theme being studied in the kindergarten class.

Regularly Sung Songs:

Ohayo Gozaimasu/ Konnichi wa no uta (Primary)

Konnichiwa (child's name). Konnichiwa (child's name)
Konnichiwa (child's name). O genki desuka?

Ohayo Gozaimasu (Kindergarten)

Ohayo gozaimasu
Itsu demo niko niko aisatsu shimasho
Ohayo gozaimasu.
Genki ni ietara tomodachi fueta

Sayonara no uta

(Kuma-san, kuma-san, maware migi.
Kuma-san, kuma-san, ryoote o tsuite.
Kuma-san, kuma-san, kataashi agete.
Kuma-san, kuma-san, sayoonara.

EARLY SEPTEMBER SONGS: (Introduction to Japanese, basic knowledge songs)

Nichi-yoobi, Getsu-yoobi...

Nichi-yoobi, getsu-yoobi, ka-yoobi, sui-yoobi, moku-yoobi, kin-yoobi, doo-yoobi.

Counting

Ichi, ni, san; shi, go, roku; shichi, hachi, kyu, ju.

a i u e o (Kindergarten)

a i u e o ka ki ku ke ko dareka ga dokoka de naratteru.
sa shi su se so ta chi tsu te to dareka ga dokoka de
hanashiteru.
na ni nu ne no ha hi hu he ho dareka ga dokoka de wasureteru.
ma mi mu me mo ya i u e yo dareka go dokoka de utatteru.
ra ri ru re ro wa i u e o dareka ga dokoka de dokoka de dareka
ga donnatteru n

Sample 1st Lessons:

Greetings: Ohayo gozaimasu, Konnichiwa, O genki desuka? Genki desu, Sayonara

Other words & phrases:

O namae wa nan desuka? (_____) desu.
nihon, nihongo, eigo (sounds like "Eggo" waffles)
hata, maru, aka, shiro,

Kanji characters: sun, beginning (+book), Japan

1. Greet children by saying **ohayo gozaimasu** or **konnichiwa**. Then ask if anybody knows what I just said. This can lead into discussion of what is Japan and Japanese, and why we will learn about the country and its language at school.

2. Find Colorado and Japan in the It's a Big Big World Atlas; also find flag of Japan.

3. Introduce puppet character from Japan (I used "Risuu", my cuddly squirrel puppet), and say that Risuu speaks mostly Japanese, and he will help us learn.

ACTIVITIES:

Atlas: Use It's a Big, Big World Atlas (ISBN 2-89429-007-1) to indicate where Japan is in relation to Fort Collins, CO. Also find Japanese flag on atlas cover. (Atlas belongs in geography area of class, and children can look at it whenever they wish)

Name Game:

1. Clap out rhythm of **o namae wa nan desuka**, while saying (chanting) those words.
2. Turn on timer for 2 minutes; say "We're going to see how many names we can learn before this timer goes off."
3. Roll a ball to a child, while everybody chants and claps **o namae wa nan desuka?**
4. When child receives ball, help him/her to say **(name) desu**; then he/she rolls the ball to a different child.
5. Play until timer goes off. If children are still interested, reset timer and play again.

Flag Making:

Materials: *Circle Metal inset (or a large round pattern, if inset isn't available.)
*white 8 1/2" x 11" papers, (cut into 8 1/2" x 5 1/2" pieces)
* red colored pencils (OR red construction paper, glue, & scissors for Kgrtn.)
*drinking straws or wooden chopsticks
*tape

Show children how to make a Japanese flag using the above materials. Keep sample flag with materials, so children can use it as a guide for making their own flags.

Kanji: Show how to paint selected kanji with watercolors. Have kanji samples on shelf, with paper and watercolors for children to copy.

Sayonara: Sing "Kumasan" (Sayonara) song

Sample Lesson Two:

Begin Class: Sing *Ohayo gozaimasu* or *Konnichiwa* song, while passing *Risu*, the squirrel puppet around the circle for everybody to hug. Ask children **ogenki desuka?** Let them answer **genki desu** or **maa maa**.

Counting: Teach **Ichi, ni, san** song--standing and clapping.

Calendar: Introduce concept of calendar; count months of Jan-Sept. in English, then in Japanese, and show how September is the 9th month of the year; Tell children that the words for September in Japanese mean 9th month. Show children how to color in numbers on the calendar. (Each child will be given a calendar at the end of circle time to color in on his/her own time.)

Days of the Week: Teach days of the week song. First English, then Japanese, then meanings of each day; Make accompanying body gestures to indicate meaning of each day of the week.

Kanji: **ki** (*moku*). Point out *Mokuyoubi* on the calendar; explain again that that kanji means "tree"; with watercolors, show how to make a *ki*, and put the watercolors with brushes, paper, & water containers on a tray on the shelf for children to try on their own time.

Sample Lesson 3:

Sing *Ohayo gozaimasu* or *Konnichiwa*, while passing *Risu*;
Ask/answer **ogenki desuka?**

Review calendar; sing **Ichi, ni, san; Nichi-youbi, Getsu-youbi...**
Introduce: **Ookina kurino ki no shita de**, with gestures:

Ookii na Kuri No Ki No Shita De (do with various tree substitutions)
Ookii na kuri no ki no shita de. Anata to watashi.
Tanoshiku asobimashyo. Ookii na kuri no ki no shita de.

Game: a) Have a die with one of 6 different types of nuts or fruits from trees shown on each side: (kuri, ringo, momo, nashi, etc.) Depending on which nut/ fruit is rolled, substitute that fruit for "kuri" in the song. (Game stays on shelf for use by 1-3 children at a time.)

b) Have felt "tree" with felt nuts and fruits to go on it. When one of the nuts or fruit is rolled on the die, the corresponding nut or fruit can go on the tree. **OBJECT:** to identify the fruits and nuts in Japanese, and get one of each on the tree.

Sayonara: *Kumasan*

Sample Lesson 4:

Song: *Ohayo gozaimasu* or *Konnichiwa*, while passing *Risu*;
Ask/answer **ogenki desuka?**

Review calendar; sing *Ichi, ni, san; Nichi-youbi, Getsu-youbi...; Ookina kurino ki no shita de*, with gestures.

Story: Momotaro Sprinkle story with useful vocab. eg. *ojiisan, obaasan, uchi, kawa, inu, saru, tori, oni, shima*, etc.
(Read 1st time; 2nd time, let students who already heard the story act it out with props. Story and props can be left on shelf for students to choose during work time.)

Cooking: Make & eat **dango** (kngrtn) (preschool: children can make playdough dango)

Sayonara: Kumasan

MORE STORIES, GAMES, & ART PROJECTS (organized by month):

OCTOBER Themes: *Fall, Trees, Farms/Harvest,(cont.); Sports Day, simple body parts, Halloween*

Key words & phrases: *ha, aka(i) tsuki, usagi, atama, kata, hisa, ashi, kabocha, midori, orenji, nekkō, kumo, koumori; (Kore wa) nan desuka. _____desu.*

Introduce: Momiji song, discussing how another indication of fall (besides the abundance of fruit and nuts) is the color changing of leaves. Show pictures of Japanese maple trees. While singing **Momiji**, each child may act like a leaf, gracefully falling from the tree.

Momiji

Momiji, momiji, momiji no ha. Momiji no happa wa kireidana.

Art project/Hiragana: ha : Show children papers with arrows indicating how to write **ha**. On blank space, children may do colorful leaf rubbing.

Introduce: Tsuki song; discuss tradition of moonviewing (compare with our Harvest Moon festivities).

Tsuki

Deta deta tsuki ga maarui maarui manmarui. Boon no yoona tsuki ga

Art projects:

1. **watercolor kanji** for **tsuki**
2. **tsuki** necklaces: Provide white or yellow felt or paper cut into circles (to represent moon), hole punch, glue, lyrics of **tsuki song** to paste on to necklaces

Introduce: *Health & Fitness Day (10/10) ; Atama, Kata, Hiza, Ashi*

Atama, Kata, Hiza, Ashi

Atama, kata, hiza, ashi, hiza ashi. Atama, kata, hiza, ashi,
hiza ashi
Me to mimi to hana to kuchi. Atama, kata, hiza, ashi, hiza ashi

Story: *The Bicycle Man*, by Molly Bang (This book has great illustrations)

NOTE: Every year somewhere between mid to late October, all of the children have a field trip to the farm/pumpkin patch. This is why I introduce *Merisan no hitsuji* & the *Kabocha no Cha-Cha* (my variation on the real song *Omocho no cha cha*) at this time.

Introduce: *Merisan no Hitsuji* (+ variations); & *Kabocha no Cha-Cha*

Merisan no hitsuji (done with color/ farm animal substitutions)
Merisah no hitsuji, hitsuji, hitsuji, Merisan not hitsuji, Maa shiro, ne!

Kabocha non Cha-Cha (variation on *Omocho no cha cha*)

Kabocha no cha cha cha; Kabocha no cha cha cha; Kabocha no cha cha cha;

Amerika no kabocha wa orenji desu.

Nihon no kabocha wa midori desu.

Kuni no kabocha wa chigaimasu.

Demo doko demo kabocha o tabemasu.

Kabocha no cha cha cha; Kabocha no cha cha cha; Kabocha no cha cha cha

Farm related Art projects:

1) **colorwheels:** Primary class: autumn colors; Kindergarten class: several colors

2) **farm animal tracing and labeling** (Primary: label name of animal; Kindergarten: label name and some body parts)

Game: Sing *Merisan no hitsuji* with color and animal substitutions: Mix up pictures of different animals; let children choose one (unseen) to be substituted for hitsuji. Spin spinner on colorwheel to determine what color each chosen animal will be. Do only 3-4 times in class; leave color spinner and pictures on shelf for children to use during work time.

Halloween Related Art projects:

1) Make scarecrow, identify body parts

2) Tracing work: pumpkins, bats, cats, spiders

Story: *The Boy Who Drew Cats* (for Halloween)

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NOVEMBER Themes: 7-5-3; Thanksgiving, emotions, family, food & drink
(K:NativeAmericans)

Key words & phrases: nan sai desuka; _____sai desu; arigatou
(gozaimasu), iitadakimasu; gochisou sama
deshita; o-negaishimasu; sumimasen; gomen nassai,
shichimenchou, yube, te, kazoku, (+ main family members), omiyagi

Songs:

Ohanashi Yubisan (simplified variation)

Kono yubi Papa. Futochyo papa. Pa-pa pa-pa, Oooo-to-san. O
hanashi suru.
Kono yubi mama. Yasashii mama.Mama mama. Oooo-ka-san O hanashi
suru.
Kono yubi niisan. Okii niisan. Niisan, niisan. Oooo-niisan. O
hanashi suru.
Kono yubi nesan. Atama ga ii nesan. Nesan, nesan, Ooooo-nesan.
O hanashi suru.
Kono yubi akachan. Yachi yachi akachan. Akachan. Aaaaakachan.
Oh ha-na-she su-ru.

Te o tatakimashyo (+ additional verses)

(CHORUS)

Te o ta-ta-ki-ma-shiyou. Tan tan tan. Tan tan tan.
Ashibumi shimashiyou. Tan tan tan tan tan tan.
(1) Wararaimashiyou. Ha ha ha. Waraimashiyou. Ha ha ha.
Ha ha ha. Ah ah o-mo-shi-ro-i.
(2) Okorimashiyou. Un, un, un. Okorimashiyou. Un, un,
un.
Un, un, uh. Un, un, uh. Ah ah o-mo-shi-ro-i .
(3) Nakimashiyou. En, en, en. Nakismashiyou. En, en, en.
En, en, en. En, en en. Ah ah o-mo-shi-ro-i .
(4) Nomimashiyou. O-i-shi! Tabemashiyou. O-i-shi!
O-i-shi! O-i-shi! Ah ah o-mo-shi-ro-i
(5) Tabemashiyou. I-ta-da-ki-masu. Tabemashiyou. Go-chi-
so-sama!
I-ta-da-ki-masu! Go-chi-so-sama!
(6) Nemashyou. zzzzzzzz. Nemashyou. Zzzzzzz
Zzzzzzzz.....Oyasuminasai.

Hitori, Futari (Primary)

Hitori, futari, sannin kite. Yonin, gonin, rokunin kite.
Shichinin, hachinin, kunin kite. Junin kite "Ohayo".

Junin, kunin, hachinin kaeru. Shichinin, rokunin, gonin kaeru.
Yonin, sannin, futari kaeru. Hitori kaeru "Sayonara".

Indian ga Tooru (Kindergarten)

Indian ga tooru. A-hoi a-hoi a-hoi hoi
Chisai na hana o mitsukete totta .A-hoi a-hoi a-hoi hoi

Dare ni omiyage yaruno ka na. A - ho-ho-ho-ho-ho.

Indian ga tooru. A-hoi a-hoi a-hoi hoi
Chisai na kinomi mitsukete totta. A-hoi a-hoi a-hoi hoi

Dare ni omiyage yaruno ka na. A- ho-ho-ho-ho-ho.

Games: 1) *Nan sai desuka?* _____sai desu. (See "o-namae wa nan desuka, in Sept.)

2) 7-5-3 *Japanese Paper Dolls* (from *Japanese Girl & Boy Paper Dolls* by Karhy Allert, ISBN 0-486-26680-x)
Briefly explain costumes; keep on shelf to use during work time.

Art projects: 1) hand turkeys (**ookii & chiisai**)
2) **yubisan** family member finger puppets
3) origami cranes (kindergarten)

Money: Explain that the pheasant is another bird that is important in both Japan and the U.S.A. Show Japanese money to the children and point out that one bill has a pheasant on it. (Keep samples of money on shelf for children to examine more carefully during their work time.)

Stories: **Tsuru no O-negaishi**--different versions
Dawn, by Molly Bang (Canadian Goose version)
(Kindergarten)

DECEMBER Themes: Family, continued; Giving, Holiday Celebrations

Key words & phrases: douzo; kirei; (clothing items); Meri Kurisumasu; O shyogatsu, gatsu, Akemashite Omedetou; ikutsu; koma; tako; ureshii; ii (desu) ne?,

SONGS:

Ito Maki-maki (primary & kindergarten)
Ito maki-maki. Ito maki-maki Hi-te, hi-te, ton ton ton.

Ito maki-maki. Ito maki-maki Hi-te, hi-te, ton ton ton.
Dekita, dekita, kobitosan no (o kutsu) (substitute clothing items-- especially outer winter clothes)

Kirei ni te o aratte. Kirei ni te o haite. (kindergarten)

Kirei na pantsu wa haite. Kirei na boshi kabute.
Kobito san no o uchi ni ikimashyo.

Saa Kazarimashyou (kindergarten)
Sa kazarimashyou. Fa la la la la la la la la.
Kireini oheyao. Fa la la la la la la la la.
Hiiragi kazatte. Fa la la la la la la la la.
Saa utaimashyou. Fa la la la la la la la la.

Oshoogatsu (*primary & kindergarten*)

Moo ikutsu neruto oshoogatsu. Oshoogatsu ni wa tako agete.
Koma o mawashite asobimashoo. Hayaku koi koi oshoogatsu.

Moo ikutsu neruto oshoogatsu. Oshoogatsu ni wa mari tsuite.
Oibane tsuite asobimashoo. Hayaku koi koi oshoogatsu.

Games & Activities:

1) **Ito Maki Maki:**

(a) Use boy & girl sewing card set with western styled winter clothes to enhance song: Keep cards inside a Japanese styled drawstring bag; As children sing, pull out & identify clothing items to substitute "o-kutsu", in verse 1

(b) Identify order in which children should put on (or remove) outer winter clothes, for playing in cold, snowy weather

2) **Oshoogatsu**

(a) **Koma:** Make **koma** out of caps from milk bottles & toothpicks, decorated with traditional Japanese paper or children's own designs

(b) **Hagoita:** Provide pre-cut Hagoita shapes from white cardboard; decorate with traditional Japanese paper & origami decorations

(c) **Tako:** Children choose from 2 traditional **tako** designs to color or paint.

COOKING: **Toshikoshi Soba; Sekihan** (kindergarten cooks; everybody eats--provide cheap disposable chopsticks)

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JANUARY : *Themes: Borrowing from China: Chinese vs. Japanese New Year; Peace, Dr. Martin Luther King, (Kindergarten: Oceans)*

Key words: Daruma, uma, kouma, dame, hebi, ryuu, heiwa, (+ kindergarten: umi, hiroi, nami, kuni, saru, minami, shippo,)

Songs:

Daruma-san (primary & kindergarten)

Daruma-san, Daruma-san. Niramekko shimasho. Warauto dameyo a-ppu-ppu.

Ouma (primary & kindergarten)

Ouma no oyako wa nakayoshi koyoshi. Itsudemo issho ni pokkuri, pokkuri, aruku.
Ouma no kaasan yasashii kaasan. Kouma o minagara pokkuri, pokkuri, aruku.

Review **Merisan no Hitsuji**, but substitute animals from each of 12 years in cycle

Umi (kindergarten)

Umi wa hiroina ookina. Tsukiga noborushi hi ga shizumu.
Umi wa oonami aoi nami. Yurete dokomade tsuzukuyara.
Umi ni ofune o ukabasete. Ittemitaina yosono kuni.

Ai-ai (kindergarten)

Ai-ai (*Ai-ai*) Ai-ai (*Ai-ai*). O-saru-san da yo
Ai-ai (*Ai-ai*) Ai-ai (*Ai-ai*). Minami no shima no
Ai-ai (*Ai-ai*) Ai-ai (*Ai-ai*) Shippo no nagai
Ai-ai (*Ai-ai*) Ai-ai (*Ai-ai*). O-saru-san da yo.

Ai-ai (*Ai-ai*) Ai-ai (*Ai-ai*). O-saru-san da yo
Ai-ai (*Ai-ai*) Ai-ai (*Ai-ai*). Ki no ha no uchi
Ai-ai (*Ai-ai*) Ai-ai (*Ai-ai*). O me me no marui
Ai-ai (*Ai-ai*) Ai-ai (*Ai-ai*). O-saru-san da yo.

Games & Activities:

- 1) **Niramekko** staring contest.
- 2) **Daruma & Uma** Tracing & coloring activity
- 3) **12 year animal cycle rubber stamp activity:** Provide paper with kanji numbers 1- 12 printed on it & stamps of animals to go on corresponding numbers. Children may choose to label only *uma* or they may label all animals.
- 5) **"May Peace Prevail On Earth"**, peace pole rubbing (Children may choose only Japanese or do rubbings in all 4 languages represented on the peace pole in our peace garden outside.)
- 6) (kindergarten): **Umi collaborative "paint resist" mini-mural:** Copy page 22 "In the Ocean" from Let's Learn Japanese Picture Dictionary. Cut into 9 pieces. Let each child color one piece with crayons, then "wash" with blue watercolor paints. After all pictures are finished, piece back together on a nice blue sheet of paper to use as informational wall decoration in class.

Cooking: (kindergarten) **Takoyaki** (share with primary class)

Stories: (kindergarten) **Urashima Taro & The Jellyfish Takes a Journey**, both from The Haunted Flute & Other Japanese Stories, by Warwick Goble (ISBN 0-517-12216-2)

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FEBRUARY: *Friendship, Olympics, Setsubon, shapes, Tanabata (K: solar system)*

Key Words & Phrases: Fuku wa uchi; Oni wa soto; tomodachi, sekai, kokoro, haato, diamondo, hoshi; Nani ga hoshi desuka? _____ ga hoshi desu; Nani ga suki desuka? _____ ga suki desu; (Kindergarten: wakusei; kasei, suisei, mokusei, kinsei, dosei, tayo)

SONGS:

Mame Maki Maki (variation on *Ito Maki Maki*)

Mame maki maki. Mame maki maki. Ichi ni san shi go.
Mame maki maki. Mame maki maki. Ichi ni san shi go.
Fuku wa uchi. Oni wa soto!

Kirakira Hoshiyo

Kirakira hikaru kireina hoshiyo.
Osorano naka de diamond no yooni.
Kirakira hikaru kireina hoshiyo.

Tanabata

Sasanoha sara sara. Nokibani yureru. Ohoshisama kirakira. Kin,
gin, sunago.
Goshikino tanzaku. Watashiga kaita. Ohoshisama kirakira
zorakara miteru.

Yama no Ongakuka

Watashya ongakuka yama no korisu. Jiyouzu ni baiorin
hiitemimashyou.
Kyu kyu kyu kyu kyu, kyu kyu kyu kyu kyu. Kyu kyu kyu kyu kyu,
kyu kyu kyu kyu kyu,
Ikagadesu.

Watashya ongakuka yama no usagi. Jiyouzu ni piano o
hitemimashyou.
Popopron pron pron. Popopron pron pron. Popopron pron pron.
Popopron pron pron.
Ikagadesu.

Watashya ongakuka yama no kotori. Jiyouzu ni fruuto
hitemimashyou.
Pi pi pi pi pi. Pi pi pi pi pi. Pi pi pi pi pi. Pi pi pi pi
pi.
Ikagadesu.

Watashya ongakuka yama no tannuki. Jiyouzu ni taiko
tataitemimashyou.
Pocopon, pocopon. Pocopon, pocopon. Pocopon, pocopon. Pocopon,
pocopon.
Ikagadesu.

Bokutachiya ongakuka yama no nakama. Jiyouzu ni soroete
hitemimashyou.
Tata tan tan tan. Tata tan tan tan, Ta ta tan tan tan. Ta ta
tan tan tan.
Ikagadesu!

ACTIVITIES:

1) **Oni no men (art project)** Show children how to punch out eyes & nose on pre-cut oni masks (made from green, blue, & red construction paper), using large pushpin & soft backing. (Children have experience from other punching work which has been on art shelves throughout the year.) Decorate with colored macaroni;

confetti; markers and/or crayons; Provide tape; & chopsticks (to tape on back of masks) so masks can be held in front of children's faces in a non-threatening way.

2) a) Share a package of **edamame**, available in frozen vegetable section of grocery stores; (Show children that package says "**edamame**" on it.) Also share dried roasted soybeans, available in bulk at Health Food Stores.

b) Make a poster of "**Japanese around us**", using packages and other items which we can easily find. Possibilities include: an **edamame** package; **tsurumai** rice package; **maruchan** ramen noodles; **Geisha** brand canned fruit, etc. This year we could also include the **Kokoro** robotic dinosaur advertisement for an exhibit at the mall.

3) **Tanabata branch:** Use colorful strips of tissue paper on which to write each child's wish. Ask "*Nani ga hoshi desuka?*"; let child answer (English word(s)) *ga hoshi desu*. Then provide Japanese word(s) for child to have on his/her wish strip. The branch may decorate the classroom until Valentine's Day or the end of the month, depending on space.

4) **Olympic Ski Competition Game: Nihon vs U.S.A:** Simple game, painted on posterboard requiring 1 die & 2 moving pieces (red=Japan; blue = U.S.A.) Move from *hajime* through various obstacles (e.g. *abunai* , *go back 3 spaces*; *ashi ga itai -1 turn*; *subarashii! +1 turn*, etc) to be the first to reach *owarimashita!*

5) **Animal+ musical instrument:** picture & word tracing work

Story: *Tanabata*

Cooking: (kindergarten) Make star & heart shaped **onigiri**; sprinkle with **furikake**

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MARCH Themes: *Hina Matsuri, Spring, seeds & growth, Easter*

Key words & Phrases: hana, midori, shiro, momoiro, pinku, haru, yama, sato, no, tane, usagi, odoru, tomato, tamago, kawaii, ue, shita, migi, hidari, Doko ni imasuka? Koko desuka? Asoko desuka? Koko desu.

Songs:

Ureshii Hinamatsuri

Akari o tsukemasho bonbori ni. Ohana o agemasho momo no hana.
Gonin bayashi no fue taiko. Kyoo wa tanoshii hinamatsuri.

Haru ga Kita

Haru ga kita. Haru ga kita. Doko ni kita? Yama ni kita. Sato ni kita. No ni mo kita.
Hana ga saku. Hana ga saku. Doko ni saku? Yama ni saku. Sato ni saku. No ni mo saku.
Tori ga naku. Tori ga naku. Doko ni naku? Yama ni naku. Sato ni naku. No ni mo naku.

chyuurippu

Saita, saita, chyuurippu no hana ga naranda, naranda, aka, shiro, kiiro.
Dono hana mitemo, kireinadana.

Tane Maki Maki (Verse 2 of Ito maki maki, kindergarten)
Tane maki maki. Tane maki maki. Funde funde ton ton ton.
Tane maki maki. Tane maki maki. Funde funde ton ton ton.
Dekita dekita. Kobitosan no mugibakete.

Usagi no Dansu

Sosora sora sora usagi no dansu. Taratta ratta ratta ratta ratta rattara.
Ashide kiri kiri, byoukko, byoukko, odoru. Mimini hachimaki.
Ratta, ratta, rattara.

Tomato(+ Tamago variation)

Tomato. (te) Kawaii namae da ne. Ue kara yonde mo "tomato".
Shita kara yonde mo "tomato". Tomato.
Tamago (te) Kawaii namae da ne. Ue kar yonde wa "tamago".
Shita kara yonde wa "gomata". Tamago.

Doko Desuka?

(Name)-san, (name)-san. Doko ni imasu? Koko desu. Koko desu.
Koko ni imasu. Ohayoo gozaimasu; konnichi wa; or konbanwa.

Activities:

1) Hinamatsuri: *

a) **Clothespin Kokeshi Dolls:** Show children real Kokeshi doll, then show them how to make a similar one with an old fashioned clothespin: For the head, color in hair & face with fine line markers; for the kimono, provide several pieces of **washi chiyogami** paper from which to choose one to wrap around bottom part of clothespin. Keep clothespins, markers, glue, & paper in separate small containers on one big tray in the art room so that children can make dolls during their regular work time.

b) **Origami Hina Dolls** (Kindergarten): Demonstrate how to fold & decorate origami Hina Dolls, with a decorated red paper base to simulate the red fabric used for real Hina displays. Help children fold and decorate their own Hina dolls.
Materials: 8 1/2"x8 1/2" white paper squares; 9"x12" red construction paper; 9" x 1/2" strip of chiyogami paper (for decoration on red paper), marking pens; glitter glue (to decorate backdrop).
*Also provide pink, white, & green layered diamond mochi for children to eat.

2) Kanji: haru, hana, yama (with watercolors)

3) Wheatgrass Easter Boxes: Decorate small boxes with torn washi paper; line with foil; add soil; sprinkle with seeds; Children can spray seeds daily with water to help grass grow;

Take home as Easter Baskets. (Note: I tell children that Easter is not a well known holiday in Japan, but Springtime is greatly celebrated. I explain that many cultures have celebrated the coming of Spring for thousands of years, and that Easter is commonly celebrated in the U.S. as a Spring welcoming celebration.)

4) Tamago Hide-n-seek: Have one child close his/her eyes while another hides a colored plastic egg. Egg seeker asks knowing children (those who were sitting on the circle watching the egg be hidden) for help finding egg, using very simple Japanese.

5) tomato/tamago tracing work with **kana** & **romanji** labels written vertically

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APRIL: Continue spring themes; (begin Rainforest, kindergarten)

Key Words & Phrases: sakura, asa, asahi, ame fure, kaeru, uta, akai, aoi, shiroi, tori, naze? tabeta/tabemashita, mushi, katatsumuri, _____wa doko ni aru? Doko ni arimasuka? Tenki wa do desuka? (+ appropriate responses, depending on weather)

Songs:

Sakura Sakura

Sakura, sakura, no yama mo sato mo. Miwatasu kagiri. Kasumi ka kumo ka?
Asahi ni niou. Sakura, sakura, hanazakari.

Ame furi

Ame ame fure fure kaasan ga janome de omukae ureshiina.
Pitchi pitchi, chappu chappu, ran ran ran!

Kaeru no Uta

Kaeru no uta ga kikoete kuru yo. Kwa, kwa, kwa, kwa. Ke ke ke ke ke ke ke ke kwa kwa kwa.

Akai Tori Kotori

Akai tori kotori. Naze, naze akai? Akai mi o tabeta.
Aoi tori kotori. Naze, naze aoi? Aoi mi o tabeta.
Shiroi tori kotori. Naze, naze shiroi? Shiroi mi o tabeta.

Katatsumuri

Den, den, mushi mushi, katatsumuri. Omae no atama wa doko ni aru?
Tsuno dase, yari dase, atama dase.
Den, den ushi mushi katatsumuri. Omae no medama wa doko ni aru?
Tsuno dase, yari dase, medama dase.

Ookina Taiko, Chiisana Taiko (because often CSU hosts a Taiko performance in April)

Ookina taiko don don. Chiisana taiko ton ton ton.
Ookina taiko, chiisana taiko. Don don, ton ton ton.

Activities:

Sakura: 1) Have copies of outline drawings trees with bare

branches for the children to
pieces of pink tissue paper.

decorate with small torn

2) **Cooking:** *sakura-mochi*

Kanji: **tori, ame** (watercolors)

If possible...arrange for **tea ceremony** demonstration (In past years, we have gone to CSU during International Week for demonstrations. It has been very popular for both children and adults. Because we happened to miss it this year, a demonstration in the spring, before the mother's tea would probably be very successful)

MAY Themes: *End of school year: Children's Day; Mother's Day;*
(*K: Mother's Tea*)

Key Words & Phrases: *Kodomo no hi; koinobori, ooki, chiisai, kodomo/kodomotachi; haha, haha no hi, chya*

Songs:

Koinobori

*Yane yori takai koinobori. Ookii magoi wa otoosan.
Chiisai higo wa kodomotachi. Omoshiroooni oyideru.*

Kata tataki

*Kaasan okata o tatakimashoo. Tan ton tan ton tan ton ton.
Kaasan shiraga ga arimasune. Tan ton tan ton tan ton ton.
Kaa san sonnani ii kimochi. Tan ton tan ton tan ton ton.*

Activities:

Paper **Koinobori:** MATERIALS: several copies of **koinobori** line drawings; string, scissors, tape, gluesticks, chopsticks

Demonstrate how to make paper **koinobori**; after demonstration, put materials on a tray and put on a shelf in the art room for children to do during regular work time

- 1) color or paint **koinobori** line drawings
- 2) tape strings onto inside of **koinobori**, near the eyes
- 3) glue or tape **koinobori** into a cylinder
- 4) tie and/or glue string onto chopsticks

"cooking": green tea ice cream (or make plain ice cream and let children decide whether or not to stir in their own green tea)