

# Student work sample cover sheet

To be completed by teacher providing portfolio for moderation and attached to each work sample

Title of assessment task	Task: うんどうかい まんが (Undōkai manga- Sports Day Comic)
Year level(s)	Year 5/6

## Links to the Australian Curriculum

### Achievement standard

By the end of Year 6, students use formulaic and modelled language in classroom interactions to carry out transactions and to share or convey information about daily routines, activities and events, using time expressions such as *まい日*, *ときどき*. They ask and respond to questions in familiar contexts using complete sentences and appropriate pronunciation, rhythm and intonation. They ask for clarification and assistance, negotiate turn-taking and follow instructions. They extend their answers by using conjunctions such as *そして*, *それから*. They show concern for and interest in others by making enquiries such as *だいじょうぶ?*, and apologise and express thanks using appropriate gestures. They read and write all hiragana, including voiced sounds, long vowel sounds, double consonants and blends, and high-frequency kanji, for example, *犬*, *いぬ*, *小さい*, *雨あめ*. Students locate specific information and some supporting details in a range of spoken, written and multimodal texts on familiar topics. They express reactions to imaginative texts, such as by describing qualities of characters, for example, *やさしい人* です。 They create connected texts of a few sentences, such as descriptions, dialogues or skits. They structure sentences using particles, for example, *へ*, *で*, *を*, *が* and prepositions, for example, *のうえに*, and apply the rules of punctuation when writing. They describe and recount events and experiences in time, for example, adjective *です*, noun *です/でした*, and present/past/negative verb forms, for example, *のみます*, *たべます*, *見ました*, *いきません*. They use counter classifiers in response to questions such as *いくら* です か。 *なんびき?* *なんこ?*. Students translate familiar texts, recognising formulaic expressions and culturally specific textual features and language use. They comment on similarities and differences in ways of expressing values such as politeness, consideration and respect in Japanese compared to other languages and cultures. Students understand and use the hiragana chart to pronounce contracted and blended sounds and exceptions to phonetic rules, such as *を*, *へ*, *は*, and *です*. They understand and apply the rules and phonetic changes related to counter classifiers, such as *さんぜんえん*, *いっこ*, *はっぴき*. They apply their knowledge of stroke order to form characters. They give examples of ways in which languages both change over time and are influenced by other languages and cultures. They identify words from other languages used in Japanese, such as *パソコン*, *メール*, *パスタ*, and how the pronunciation, form and meaning of borrowed words can change when used in Japanese. Students identify behaviours and values associated with Japanese society and incorporate these into their own language use, such as ways of deflecting praise, for example, *じょうず* です ね。 *いいえ*。

### Background information

This task was given to Year 5/6 Intermediate and Continuers classes.

We had spent 4/5 weeks learning the required vocabulary and grammar to complete the task.

### Task description

Task Description given to students:

*Please see attached task sheet and rubric*

Students were given a week to produce their draft. They then shared their draft in lesson and received positive feedback. They had another week to complete their final copy.

They had access to the corresponding PowerPoints, Posters and Flash cards on Moodle.

なまえ: \_\_\_\_\_

### Japanese 5-6 Band

#### Task 1: うんどうかい まんが (undōkai manga– Sports Day Comic)

#### Task

##### Part 1: Comic

Make your very own うんどうかい まんが (undōkai manga– Sports Day Comic) showing the stages of Japanese sports day. Your comic should include the following:

1. A title using ～ を します。 (～ o shimasu.)
2. At least 3 panels
3. Each panel must include at least one speech bubble matching the pictures. Overall your comic will use the following vocabulary:
  - a. words of encouragement/useful phrases
  - b. undōkai
  - c. sports
  - d. ～ を します。 (～ o shimasu.) or ～ を しません。 (～ o shimasen.)
4. Label the teams in Japanese and make sure your pictures match
5. Please include the Hiragana Characters we have learnt (Vowel to G Lines)

You can use the template to present your comic or you can make your own.

You can make your comic digitally, by hand or even a combination of the two.

Please submit your *draft* copy to DayMap or Google Drive before our Week 4 lesson. This way I can give you feedback and you can submit a final copy.

Please submit your *final* copy to DayMap before our Week 5 lesson.

##### Part 2: Reflection on Japanese Undōkai

Reflect on Japanese うんどうかい (Undōkai- sports day) by answering the following questions:

1. What are some similarities between Australian うんどうかい (undōkai) and Japanese うんどうかい (undōkai)?
2. What are some differences between Australian うんどうかい (undōkai) and Japanese うんどうかい (undōkai)?
3. Why do Japanese うんどうかい (undōkai) have so many team events?
4. How does うんどうかい (undōkai) help Japanese people to be げんき (genki)?

Please submit your *reflection* to DayMap before our Week 5 lesson.

なまえ: \_\_\_\_\_

**Japanese 5-6 Band**

**Task 1: うんどうかい まんが (undōkai manga– Sports Day Comic)**

**Marking Criteria**

	5	4	3	2	1
<b>Content</b> Use of words of encouragement/ useful phrases, undōkai and sports vocabulary	3+ speech bubbles including extra vocabulary in sequential order  <b>Very wide</b> range of vocabulary	3+ speech bubbles in sequential order  <b>Wide</b> range of vocabulary	3 speech bubbles in sequential order  <b>Good</b> range of vocabulary	2 speech bubbles in sequential order  <b>Limited</b> range of vocabulary	1 speech bubble  <b>Very limited</b> range of vocabulary
<b>Grammar</b> Correct word order	<b>All</b> sentences use correct word order	<b>Most</b> sentences use correct word order	<b>Some</b> sentences use correct word order	<b>Few</b> sentences use correct word order	<b>No</b> sentences use correct word order
<b>Script</b> Use of known Hiragana characters	<b>Completely</b> written in Hiragana	<b>All</b> known Hiragana characters used	<b>Most</b> known Hiragana characters used	<b>Some</b> known Hiragana characters used	<b>Rōmaji</b> only
<b>Presentation and Format</b> Text Features	<b>All</b> text features of a comic	<b>Most</b> text features of a comic	<b>Some</b> text features of a comic	<b>Limited</b> text features of a comic	<b>Very limited</b> text features of a comic
<b>Reflection</b>	<b>Outstanding</b> understanding of Japanese sports day and how they help people be 'genki'	<b>Good</b> understanding of Japanese sports day and how they help people be 'genki'	<b>Satisfactory</b> understanding of Japanese sports day and how they help people be 'genki'	<b>Limited</b> understanding of Japanese sports day and how they help people be 'genki'	<b>Very limited</b> understanding of Japanese sports day and how they help people be 'genki'

**Feedback**



つなひさをします。

(一)



(二)



テニスラケット

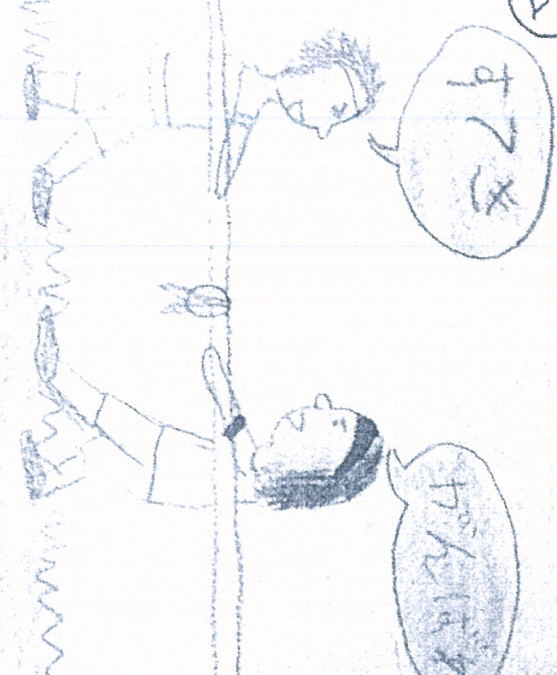
(三)



(四)



(五)



(六)





なまえ: エテリン

Japanese 5-6 Band

Task 1: うんどうかい まんが (undōkai manga— Sports Day Comic)

Part 2: Reflection on Japanese Undōkai

Reflect on Japanese うんどうかい (Undōkai- sports day) by answering the following questions:

1. What are some similarities between Australian うんどうかい (undōkai) and Japanese うんどうかい (undōkai)?

Exercise, outside and some of the events.

2. What are some differences between Australian うんどうかい (undōkai) and Japanese うんどうかい (undōkai)?

More risky events, more team work and the events.

3. Why do Japanese うんどうかい (undōkai) have so many team events?

So you can work together.

4. How does うんどうかい (undōkai) help Japanese people to be げんき (genki)?

Exercise, being outside and having a break from school.



なまえ マテ"リソ

Japanese 5-6 Band

Task 11 うんどうかい まんが (undōkai manga—Sports Day Comic)

5. Which of the Japanese うんどうかい (undōkai) activities do you like and dislike?

Write your answer in Japanese using "が" すきです。 ("ga suki desu— I like ~") and  
"が" すきじゃない です。 ("ga sukijanaï desu— I don't like ~").

• くみ たいそう が すき じゃ ない です。  
I don't like kumi taisō

• たま いわ が すき です。  
I like tama iwa

6. Which of these Japanese うんどうかい (undōkai) activities do you want to play?

Write your answer in Japanese using "を" したいです。 ("o shitai desu— I want to  
play/do ~").

お た ま こ ろ が し と た け う ぎ  
ōtama korogashi to takeuna  
を し たい です。 o shitai desu