

# SHELBY COUNTY SCHOOLS MODERN LANGUAGES

## JAPANESE

Year Three: Unit 2

## Animal Planet

### ANNUAL TARGET

How well are students expected to perform at the end of the year?



### Unit Performance Targets

Teach to...

Lowest acceptable performance...

**Intermediate**

Novice  
Mid

### LANGUAGE CHUNKS

What will prepare students to demonstrate what they can do with what they know?

JAPANESE	Romanization	English
これはどのどうぶつ／せいそくち？	kore ha dono doubutsu/seisokuchi ?	What animal/habitat is this?
	kore ha ~	This is [animal]/[habitat].
	~ ha donna tenki?	What is the weather in the [habitat]?
	~ ha ~	It is [weather] in [habitat].
~はなにをする？	~ ha nani suru?	What does the [animal] do?
	~ ha ~ru	The [animal][verb]s.
	~ ha doko ni iru?	Where does the [animal] live?
	~ ha ~ ni iru	The [animal] lives in the [habitat].
	nande ~ ga suki?	Why do you like [animal]/[habitat]?
	~ kara ~ ga suki	I like [animal]/[habitat], because (reason).
	~ to ~ ni tsuite oshiete. donna ~?	Tell me about [animal] and [animal]/Describe [animal].
	~ ha ~ kedo ~ ha ~	[Animal] is (description), but



		[animal] is (description)
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## Basic Vocabulary such as...



Vocabulary should be selected to support student interests. The words below represent a starting point. Student interest should be gauged before finalizing any taught vocabulary.

JAPANESE	Romanization	English
<b>Habitats</b>		
	sabaku	desert
	umi	ocean
	mori	forest
	yama	mountain
	sabanna	savannah
<b>Animals</b>		
	hebi	snake
	sasori	scorpion
	tako	octopus
	same	shark
	kuma	bear
	tori	bird
	yagi	goat
	saru	monkey
	kirin	giraffe
	tora	tiger
<b>Locomotion Verbs</b>		
	aruku	to walk
	hashiru	to run
	tobu	to fly
	noboru	to crawl or climb
	oyogu	to swim
<b>Descriptions</b>		
	ookii	big
	chiisai	small
	chuukurai	medium
	tsuyoi	strong
	yowai	weak
	iro	colors

