VOCABULARY INSTRUCTION AND EDUCATIONAL MATERIALS DESIGNED FOR

JAPANESE IMMERSION PROGRAMS

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By

Kaori Shrestha

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Abstract

The purpose of this study and project is to understand and discover how vocabulary instruction should be planned and executed in an immersion setting where students learn content through a medium of a foreign language. My research questions are: What is vocabulary knowledge and why is it important?, How does the integration of vocabulary instruction in content affect content learning and language acquisition?, and How do we develop vocabulary instruction for an immersion setting? In an immersion program, students are expected to learn the same content as students who learn the content in their native language in only the target language. The limited access for students to the target language and limited resources for both teachers and students to teach and learn the target language are the problems. How I can create purposeful lessons in this unique environment? was the motivation for this study. I created a three-week lesson plans for fourth grade Social Studies unit. In developing the unit, the findings of importance to foster students' word consciousness in different activities within content instruction were included and emphasized in the lessons. Future plans will focus on continuing to develop lessons for other units for students' academic success and language growth in the target language.

Keywords: immersion program, content based instruction (CBI), content based language teaching (CBLT), situated cognition, tier 1 words, tier 2 words, tier3 words

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Preface, Kaori Shrestha

Anchorage, AK

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I teach 4th grade Japanese immersion at Sand Lake Elementary School in Anchorage, Alaska. It is a K-12 partial Japanese immersion program which is offered through the Anchorage School District (ASD). In this program, Social Studies, Science, and Japanese Language Arts are taught in Japanese at the Elementary School level. Social Studies and Japanese Language Arts are taught in Middle School, and only Japanese Language Arts is taught in High School. In 4th grade, 10% of the students are Japanese heritage and the rest are native English speakers in 2015. We have two classes in each grade. One class spends first half of the day from 9:00 am to noon with a Japanese teacher who teaches Social Studies, Science, and Japanese Language Arts. The other class spends the same time with the English teacher who teaches Math and English Language Arts and students switch classes in the afternoon from 1:00 pm to 3:30 pm. Students spend about two and a half hours in both classes everyday.

At my school, teachers do not have any published immersion specific curriculum materials. We have curriculum for content published for traditional English-speaking classrooms. However, we do not have curriculum aiming at integrating language into content or for Japanese Language Arts. There are some out of date curricula made by previous teachers who taught Math, however that subject is no longer taught in the target language at our school. I started teaching without almost any teaching materials or usable Japanese Language Arts curricula. As I taught each unit, I first had to create all the teaching materials. It was a challenge

to create materials for every lesson, while integrating language and content, being a first year teacher. Covering mandated content by the ASD, while integrating and planning for language goals without lowering the level of instruction because of limited resources was nearly impossible.

Teachers that major in Education and learn various aspects of teaching pedagogy: instructional methods; meeting students' diverse needs; communication with families and communities; assessment; etc. start careers as first year teachers. As an immersion teacher, I also pursued the same path as those teachers who teach in a traditional classroom. However, I was never taught how to teach Japanese Language Arts, Social Studies, and Science in Japanese, or how to integrate language instruction through content to Japanese language learners nor how to build curriculum including creating materials to meet diverse language needs and levels. Planning for Lessons that integrate content with language, creating materials, delivery of lessons understandably in a target language, and including activities to give oral practice of specific linguistic goals are professional challenges unique to immersion teachers. Immersion teachers have a state approved K-12 teaching certificate, but are not taught immersion-specific knowledge and teaching skills (Tedick, Christian, & Fortune, 2011).

When immersion teachers are in need of student worksheets, materials, or other resources to aide in instruction, it is not a matter of finding pre-made resources ready to use: nor does it simply mean translating English materials into the target language. Before materials can even be made, Japanese immersion teachers first need to select reading texts and vocabulary and language features to pre-teach in the texts and teach a different writing format such as Chinese characters, Kanji and sentence structures. Thought must be given to how instruction will be delivered, what type of worksheets or student reading material is needed and how oral goals will

be practiced. Only then can effective materials be created using existing material as a reference.

To add to all this complexity, the immersion teacher is required to include target language

culture studies, while keeping the diverse needs and interests of students in mind while

remembering to integrate what is developed with the other subjects taught.

As I have discovered, immersion teachers soon realize the assumption they initially had,

when content is taught in the target language that language acquisition is a natural outcome, is

not true. Education programs in the United States do not prepare immersion teachers to face the

unique situation of balancing content and language teaching (Cammarala & Tedick, 2012).

I am one of immersion teachers who realize the difficulty of immersion pedagogy and the

importance of language focused instruction to prepare students for academic success and

proficiency in the target language. In order to start a new unit or lesson for both Social Studies

and Science, scaffolding to support students' learning is critical. Differing from traditional

classrooms, several layers of scaffolding may be required just to start the unit. Additionally, the

time and resources are so limited in immersion programs that it is difficult for students to get

help or reinforcement of what they learned once they leave school, which makes immersion

programs even more challenging than English Language Learner (ELL) language classes or other

language classes.

As stated above, language instruction needs to be intentionally designed and the

integration of content and language are keys for success (Lyster & Tedick, 2014). Because of

immersion program goals and the unique setting, it is critical for teachers to deliver lessons so

that students can learn content in the target language. Because instruction is delivered in the

target language only, without translation, foundations of literacy and vocabulary is very

important.

       I have learned that teaching students how to incorporate a new word into their vocabulary takes more than teaching them the definition and reviewing it a couple of times. Determining and teaching vocabulary that is necessary for content instruction, but also useful in improving communicative language skills, while making sure that they retain this knowledge has been inevitable, but challenging.

Chapter 1 Introduction

1.1 The History of Immersion

Immersion programs first started in Quebec, Canada in 1965 where English-speaking parents strongly initiated an experimental kindergarten program in attempts to make their children bilingual in French and English. In the United States, Spanish immersion programs started in 1971 in California to promote second language education in public elementary schools. There are programs in Spanish, Mandarin, Hawaiian, Japanese, German, Russian, and different native languages. Now, immersion programs had spread and been implemented in at least 448 schools over 38 states by 2011 (Bostwick, 2004; "Center for", 2014; Hurley, 2000; Tedick, Christian, & Fortunem, 2011). Immersion programs are spreading to different countries other than the U.S. and Canada. English immersion programs now exist in Japan.

1.2 Immersion Programs in Anchorage, Alaska

In Anchorage, Alaska, there are K-12 Spanish, Russian, Japanese, and K-8 German immersion programs. Unique to Alaska, we have Native American language programs including a Yupik immersion program in Bethel, Alaska, and there are many other Native language programs as well. Preservation and restoration of these endangered Native American languages and cultures is emphasized more than simply teaching children a second language (Gutierrez, 2015). Table 1 shows the Immersion schools in Anchorage Alaska in 2015. There are four different immersion programs in ten schools in Alaska School District (ASD).

Table 1

Immersion Programs in Anchorage, Alaska

Immersion Program	School
German Immersion Program	Rilke Schule German Charter School (K-8)
Japanese Immersion Program	Sand Lake Elementary School
	Mears Middle School
	Dimond High School
Russian Immersion Program	Turnagain Elementary School
	Roming Middle School
	West High School
Spanish Immersion Program	Chugiak Elementary School
	Government Hill Elementary School
	Mirror Lake Middle School
	Roming Middle School
	Chugiak High School
	West High School

1.3 Types of Programs in the United States

There are three types of Immersion language programs: total immersion, partial immersion, and two-way immersion. Total immersion is a program where all subjects are taught in the lower grades (K-2) in the target language. Although it depends on the program, instruction in English usually increases in the upper grades (3-6) to 20%-50%. Partial immersion is a program where up to 50% of subjects are taught in the target language. Two-way immersion is a program where the English language and target language are equally emphasized and half of the students are English speakers, with the remainder being native speakers of the target language ("Center for", 2014; Lenker, 2007; "What is", 2009).

1.4 The Goals

The long-range goals of immersion programs are bilingualism; academic success; mastering the content taught in a target language; and to foster the development of understanding and appreciation of other cultures (Myriam, 1993). In addition, for Native American language immersion programs, preservation of indigenous languages and culture is the main mission. Research shows the academic achievement of immersion students in contents which they learn through a medium of a target language is equivalent to the achievement of non-immersion students (Karelia, 2009; Lyster, 2015). In addition to that, bilingual education expands students' job opportunities. The ultimate mission of immersion programs is to prepare students to be independent in this ethnically and linguistically diverse society.

1.5 Problems

Vocabulary knowledge is a fundamental tool in all communication and learning. When students spend half of their day in foreign language in a partial immersion program, vocabulary knowledge takes an even greater role. Without vocabulary, learning simply does not occur

because students start schooling with no knowledge of the target language. As an immersion teacher, I observe students struggle with what they read, hear, write, and speak.

Vocabulary knowledge is not only knowing the definition of a word, but also the surroundings of the word (how it works): how it is used, how it is similar or different from synonymous, and how the words are constructed (Fortune & Tedick, 2008). Students learn vocabulary in depth so that they can apply and transfer the knowledge in an immersion setting. Students are immersed in a target language and learn content through the medium of the target language (Lyster and Ballinger, 2011: Met, 2008).

In the limited environment where students have limited time and access to the target language, they learn subjects in only the target language. Students are expected to use the new words to learn the same curriculum as others who learn the same contents in their native language. For example, the objectives for fourth grade students who learn civilization in South America in Social Studies in Japanese are the same as other fourth graders who learn the same unit in English. Students need to understand the unit objective: "Civilizations are comprised of interrelated societies with advance levels of artistic development collectively characterized by social, political, material, scientific, and progress" (4th Grade Social Studies Curriculum Guide, 2010, p. 5). This is a difficult concept full of abstract new words for immersion students to learn in a different language.

As an immersion teacher, there are moments when I wish to explain abstract and complicated concepts in English and have discussions without language barrier. However, translating concepts or any communication into English will be against the principle of immersion. Both teachers and students face challenges on a daily basis. In order to prepare students for the level of discussions within teaching content, it is critical for teachers who

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understand the importance of balancing language teaching and content teaching to teach language in an immersion class (Cammarata & Tedick, 2012).

1.6 The Purpose of This Study and Project

The purpose of this study and project is to understand and discover how vocabulary instruction should be planned and executed in an immersion setting so that students develop a good sense of language in order to apply and transfer the knowledge when figuring out new words and also how to balance content and language teachings. This study will provide insight and knowledge of the educational dynamic of language teaching to stimulate students' language awareness which leads to further skills in language: reading comprehension; writing; and communication skills. This will lead to understanding objectives of each unit and ultimately to academic success and language growth in the target language.

In this study, the following topics will be addressed:

1. What is vocabulary knowledge and why is it important?

2. How does integration of vocabulary instruction in content affect content learning and language acquisition?

3. How do we develop vocabulary instruction for an immersion setting?

This project focused on my fourth grade Social Studies unit: "Explorers and Encounters" is created based on "Understanding By Design" by Wiggins and McTighe (see Appendix A, p. 54).

1.7 Definition of Terms

Content-Based Instruction (CBI)/ Content-Based Language Teaching (CBLT)-

Instruction that integrates language teaching and content teaching through the medium of an additional language that students are learning (Cammarala & Tedick, 2012; Lyster & Ballinger, 2011).

Immersion program- Language program where students are immersed in a target language to learn various content, the target language, and the target language culture.

Kanji- One of the Japanese writing format. Kanji is a Chinese character.

Morphology- The study of how the words are structure and formed.

Metalinguistic- The ability to be flexible in language manipulations across language.

Situated Cognition- Theory that learning in one setting is not enough for the knowledge to be transferable and learning occurs within the strong relationships between the activity, context, and culture (Brown, Collins, & Duguid, 1989).

Syntax- Sentence structure.

Pedagogy- The technique or application of the method in teaching.

Semantic mapping- The map showing the connections of words to each other. This helps to see the relationships between vocabulary and help students to build on what they know and learned.

Chapter 2 Review of Literature

2.1 Objectives

The purpose of this study and project is to understand and discover how vocabulary instruction should be planned and executed in an immersion setting so that students develop a good sense of language in order to apply and transfer the knowledge when figuring out new words and also how to balance content and language teachings. This study will provide new perspective of language teaching to stimulate students' language awareness which leads to further skills in language: reading comprehension; writing; and communication skills. This will lead to understanding objectives of each unit and ultimately to academic success and language growth in the target language.

In this study, the following topics will be addressed:

1.   What is vocabulary knowledge and why is it important?

2.   How does integration of vocabulary instruction in content affect content learning and language acquisition?

3.   How do we develop vocabulary instruction for an immersion setting?

It is critical to understand the learning process of language and find ways to deliver vocabulary lessons an immersion setting that enables student use of the target language as a medium for communication while learning the academic subject content. Differ from typical language classes where do not include other academic subject content, but teach language for the sake of language, immersion programs are unique in that students learn content exclusively in a second language while simultaneously learning to master that language.

As students reach intermediate grades, more of the vocabulary becomes abstract or conceptual and complicated to explain without translating. For example, "life" and "religion" are some of the words I teach in fourth grade. When attempting to define these words, more

words that are unfamiliar to students surface within the definition making the task difficult. How do you explain "religion" as "The belief in and worship of a superhuman controlling power, especially a personal god or gods" ("Merriam-Webster", 2015) to students who will not understand most of the words in the explanation? Even though immersion teachers are good at breaking down vocabulary and sentences into simple forms, it is a struggle to teach some of abstract terms. Some of the vocabulary are difficult enough to explain in English. Traditional classroom teachers may not have to define what "religion" is as extensively since students may partially understand the concept already. Teaching the meaning of words is only one step towards the comprehension of content and the ability to use those words freely in expressing their understanding of it.

2.2 Vocabulary Challenges

Students in immersion programs have limited access, environment, resources, and time dedicated to the target language. If it is a partial immersion program, English and a target language are equally emphasized for about two and a half hours a day at school. After the two and a half-hours in the target language, except when doing homework, students go back to the environment where they do not see, hear, read, write, and speak the target language. Students who have a parent or grandparent that may speak the target language are uncommon. Both teachers and students in immersion programs face challenges in teaching and learning with those limitations. In addition to those limitations, teachers do not have published immersion specific curriculum. At my school, we have curriculum for content published for regular classrooms. However, we do not have curriculum aiming at integrating language into content or for Japanese Language Arts. There are some out of date curricula made by previous teachers who taught Math, however that subject is no longer taught in the target language at our school.

Students start learning a target language from kindergarten. They are then expected to learn academic content such as Social Studies and/or Science and perform like other students who learn the subjects in their native language. Some immersion teachers worry that students' ability in the target language is not strong enough to learn the academic content when they need to be engaged in higher level of thinking (Caramata & Tedick, 2012). This concern increases as students continue to higher grades levels. It is important for immersion teachers to provide the right amount of support and instruction so that the content becomes comprehensible and the assignments are challenging enough to keep them motivated (Lyster & Tedick, 2014).

Unlike other language programs, which depend on English support and translations, the principle of immersion programs is to use the target language exclusively. Immersion teachers struggle to make content understandable by simultaneously securing the language base for students. As one might imagine, students need assistance crossing the language barrier to reach the content.

With these challenges, this chapter was organized to study the three questions to make the most of students' time at school and find the ideal way of teaching the foundation of literacy, vocabulary, and instructional technique balancing content and language instruction. The research will first address what vocabulary knowledge is, then language instruction within content teaching, and then specific vocabulary instruction.

2.3 Vocabulary Knowledge

Met (2008) said:

Because language is at the heart of schooling and, because in immersion, language plays an even greater role than in other classrooms, immersion educators must be ever mindful

of language, its role in the development of literacy and its influence on academic achievement (p. 49).

Vocabulary knowledge is a foundation of literacy. For both L1 and L2, it is vital to have good literacy skills and reach academic success (Tedick, 2014). Paying attention to language is critical; starting from decoding words, matching sounds with their letters, and eventually comprehending sentences and stories by accurately constructing meaning of each word from the text (Met, 2008). Knowing word meanings results not only in high scores for vocabulary tests and comprehension, but it also enhances communication skills in group discussion (as cited Gray & Holmes "in the nature of vocab session on page 11). Vocabulary knowledge, which goes far and beyond definitions of words serve a pivotal role in every subject and various learning methods.

Requiring students simply define words and use the definition to comprehend content, and the ability to figure out unknown words in different pieces of vocabulary instruction and thus demands different teaching techniques. It is important to prepare students with vocabulary knowledge that goes beyond definitions so that they can retain and utilize the knowledge to thrive in academic contents (Feldman & Kinsella, 2005).

2.3.1 Components of Vocabulary Knowledge

Kucan (2012) connected three components in vocabulary knowledge: Semantic representation (meaning), phonological representation (pronunciation), and orthographic representation (spelling). Reading occurs when students connect pronunciation to its spelling, then, connecting this to its meaning leads to reading comprehension. In addition to the three components, two other features of vocabulary are included in this knowledge: morphology and syntax are elements that develop good judgment on vocabulary for students to be able to

manipulate words. According to Perfetti, "it is the interconnectedness of semantics, phonology, orthography, morphology, and syntax that allows readers to rapidly, precisely, and flexibly determine the meaning of a word in a particular content" (as cited in Kucan, 2012, p.361).

Furthermore, Hirsch (2003) integrated the elements and described three principles of outcome from useful vocabulary instruction:

1) When decoding happens, fluency occurs which allows the mind to focus on comprehension.

2) Connecting words with meaning in the content with the breadth of vocabulary knowledge increases comprehension and results in further learning.

3) Connecting the above two elements brings fluency, deeper understanding of words, and comprehension.

There are four stages for learners to take in order to apply and transfer the knowledge in a different setting from the original: general sense where learners understand the tone of word; context-bound knowledge where learners have a difficult time applying the knowledge in a different situation; having knowledge of the word, but not being able to recall it in the right moment when needed; and de-contextualizing knowledge where students can apply and transfer a word in different settings (Beck, McKeown, & Kucan, 2002). Simultaneously, vocabulary instruction needs to overcome several aspects in order for students to "manipulate" the vocabulary knowledge. According to Baumann, Edwards, Boland, & Font (2012), the aspects are:

1) Language learning does not happen once, but it occurs over time

2) There are various kinds of vocabulary knowledge

3) Most words have multiple meanings

4) There are connections between words that help deepen vocabulary knowledge

5) Words have different forms to convey.

With this complexity of vocabulary acquisition process and unique learning environment for students at immersion programs, it is needless to say that intentional vocabulary instruction in the target language is critical. Teaching students not only the definition of words, but also how the words work to deepen vocabulary knowledge becomes powerful in vocabulary instruction and leads them to be sensitive to the word features so they become flexible in applying the knowledge when they face unfamiliar words or attempt to comprehend stories. All the components in vocabulary knowledge strategically interact and are influenced by each other and motivate learners in either a traditional or immersion setting.

2.4 Content-Based Instruction (CBI) or Content-Based Language Teaching (CBLT)

Content-based instruction (CBI) or Content-based language teaching (CBLT) is instruction that integrates language teaching in content teaching through the medium of an additional language that students are learning (Cammarala & Tedick, 2012; Lyster & Ballinger, 2011). Snow described "Content-based instruction is thought to provide ideal contexts for second language learning to occur naturally, because of the countless opportunities for authentic and purposeful use of the target language generated by the study of subject matter" (as cited in Lyster, 2007, p. 72) Instead of separating language instruction and content teaching, this instruction promotes second language development through content learning, challenges students by creating high level of cognitive and linguistic demands, and assesses both language development and content knowledge in separate ways (Lyster, 2007; Lyster & Ballinger, 2011).

Researchers are finding the connection and advantages of corresponding between cognitive and academic relationships. Met (2008) stated "Vocabulary knowledge, topic knowledge, and academic achievement interact and are interdependent" (p. 52). Vocabulary knowledge introduced in content unit is transferred in the topic knowledge. The more students learn about a topic, the deeper they understand the vocabulary and the more they comprehend the essential questions of the lesson (Met, 2008). Especially when students lack full language control and linguistic repertoire, paying attention to language development as well as content is essential to make sure that they meet the benefits of immersion programs: reach high academic mastery and objectives of contents (Met, 2008).

Kennedy said "the tendency of the brain to consider the entire experience and to search for meaningful patterns calls for thematic, content-based interdisciplinary language instruction at all levels" (as cited in Tedick & Cammarata, 2012, p. 30). CBI does not see language as a passive piece just to be mastered, it rather sees language as an active piece for knowledge and function to be fully applied and utilized to acquire the contextual knowledge (Tedick & Cammarata, 2012). The effort learners put in shifting their attention to the language piece in a meaning-oriented context is estimated to be strong enough to access the underlying system. Beyond language and content instruction in each unit, focusing on vocabulary and/or grammar teaching semantically associated within meaningful content seems to be powerful and activates the language knowledge in communicative interaction (Lyster, 2007). Kong and Hoare found language teaching in content effective and presented the result that "findings showed that learners' cognitive engagement coincided with teachers' use of particularly challenging content and with their ability to help learners explore such content in depth" (as cited in Tedick & Cammarata, 2012, p. 41). Students find the balanced instruction between language focused on

content learning more relevant and meaningful than two separated lessons of language instruction and content instruction.

The environment where classroom discussion that challenges students, not having them use the language as only a reference but having open ended questions that promotes students to think outside the box by applying and transferring the vocabulary knowledge and their experiences are expected to be prepared by teachers.

2.4.1 The Reality of Planning and Implementing CBI/CBLT

The reality of CBI is that teachers face a variety of frustrations in planning and implementing CBI. A well-known teacher's dilemma is making content instruction comprehensible to those who do not have enough language skills and ability to demonstrate having attained the content outcomes without lowering expectations or simplifying the instruction (Lyster & Ballinger, 2011). Findings revealed challenges including determining the language objectives and teacher's lack of metalinguistic knowledge: what language functions to teach; which vocabulary to teach; and how to teach to meet language developmental stage of where students are and need to be; not knowing how to integrate content and language; how to align content and language; and difficulty to have authentic resources and materials (Tedick & Cammarata, 2012). Teachers struggle to balance the content and language teaching without proper training, enough time to create lessons, resources in a target language supporting the integration of contents and language, matching with students' language level, and understanding from other school staff.

These six elements come together to create the best scenario for teachers to implement CBI/CBLT (Lyster & Ballinger, 2011):

1.   High expectations in students' language choices

2. The ability to integrate content and language with high level cognitive engagement

3. Balanced content and language instruction

4. Information on students' academic progress

5. Student-centered and inquiry-based instruction stimulating students' engagement

6. Institutional support and dedication understanding the pivotal role of teachers and willing to provide time, professional development, and collaboration.

2.5 Situated Cognition

Brown, Collins, and Duguid (1989) said "Teaching from dictionaries assumes that definitions and exemplary sentences are self-contained "pieces" of knowledge. But words and sentences are not islands, entire unto themselves" (p. 32). Providing students new vocabulary as a "piece" doesn't prepare them to use the vocabulary outside of the dictionary's defined forms. When people learn content in a meaningful way within "situated cognition", which focus on the instruction integrating the activity, context, and culture to make learning holistically, the piece of information become more than a piece. It evolves to a solid piece which can connect other information and be applicable outside of the content. With this learning model, it is believed that students will be able to step up to the stage where they can negotiate for clarification and confirmation and ultimately construct understanding. At immersion setting, to create the perfect "situated cognition" connecting inside and outside of school and students and the target language culture are challenging. However by establishing language instruction in the CBI and CBLT by integrating language learning into content learning meaningfully and purposefully, ideal vocabulary instruction will occur.

2.6 Vocabulary Instruction

Beck, McKeown, and Kucan wrote "asking students to look up words in the dictionary and use them in a sentence is a stereotypical example of what students find uninteresting in school" (p. 13). Vocabulary instruction need to be engaging by drawing their attention to unfamiliar words by making them wonder how words correlate in attempting to figure out the unknown word meaning (Beck, McKeown, & Kucan, 2002).

The first vital step that needs to occur when students encounter a new word is to notice the new word in its context. Attention can be brought to the word by voice level used for intonation emphasis, pausing and repetition, gesturing, highlighting the words with italic, bold and/or underlining (Beck, McKeown, & Kucan, 2012; Lyster, & Tedick, 2014; Met, 2008; Tedick, 2014). Then, follow with awareness activities and reinforcement opportunities which include rule-discovery tasks or the provision of information that stimulates metalinguistic ability and retrieves the input of new words purposefully and constantly from students' brains (Lyster, 2007; Nation, 2011). Lyster emphasized the importance of "noticing and language awareness activities to enable learners to restructure interlanguage representations and practice activities to enable learners to proceduralize more target-like representations" (p.46, 2007). The ultimate goal is for students to be able to use and reproduce the words and own them in reading, writing, or speaking. At this time, it will be best if teachers do not replace the new words by substituting them with pronouns (Met, 2008). Thus, these first and second stages require thoughtful vocabulary instruction to foster students' word consciousness.

2.6.1 How to Choose Words to Teach

Beck, McKeown, and Kucan (2002) divided words into three categories: Tier One, Tier Two, and Tier Three.

Tier One words representing everyday, basic, familiar words; Tier Three including words that are very rare along with words that apply to specific domains; and Tier Two as the set of words that are more sophisticated than the basic set but of high utility for literate language users. (p. 7).

Tier One words are different depending on individuals because of the differences in the environments they live in. Tier One words are the basic words you expect students to know on their own in entering school or a new grade, either in informal oral skills or simple written skills (Beck, McKeown, & Kucan, 2008) Unlike Tier Three words, Tier Two will go beyond the content and be applied in wide range of situations including in conversation, stories, and articles (Kucan, 2012). In choosing words to teach in a text, you want to aim at the Tier Two words.

Beck et al., (2002) emphasized three characteristics in choosing Tier Two words to teach. Following are the characteristics:

1. Importance and utility: Words that are characteristic of mature language users and appear frequently across a variety of domains.

2. Instructional potential: Words that can be worked with in a variety of ways so that students can build rich representations of them and of their connections to other words and concepts.

3. Conceptual understanding: Words for which students understand the general concept but provide precision and specificity in describing the concept.

For immersion teachers, it is challenging to specify and distinguish Tier Two words from Tier One words because students encounter many new words in a text everyday and they also do not encounter the words once they leave school.

In an immersion setting, Tier One words are frequent words students learn from Kindergarten through their current grade because they do not encounter new words outside of the school (Met, 2008). Words which are Tier One at a regular English classroom could be Tier Two depending on how a teacher sees the potential of words in the target language considering differences in the language structure and the culture. In addition to the Tier Two standard above, immersion teachers have to conduct informal vocabulary assessment to find out students' vocabulary knowledge.

Eliminating words which might cause confusion such as choosing two similar words is also an important element to consider in selecting words to teach (Beck, McKeown, & Kucan, 2008).

2.6.2 Sequenced Activities

When a new word is introduced, providing the definition is the first step in starting to build students' vocabulary knowledge. However, it needs to be done in a rich and effective way, which explains a word's meaning and how it will be used in a sentence. Students should have some input rather than having them copy the definition of a word (Beck, McKeown, & Kucan, 2012). In explaining the definition of a new word, there are five components that are important in vocabulary introduction lessons (Beck, McKeown, & Kucan, 2008, 2012; Kucan, 2012):

1) Model the pronunciation by engaging in oral repetition so that students become confident with decoding,

2) Explain the meaning of new words in context,

3) Define a word with a student-friendly explanation by characterizing the word and teaching how it is commonly used,

4) Providing meaningful activities to reinforce new word usage within specific context so that they can develop an ability to transfer the new vocabulary knowledge to other contexts,

5) Developing assessment formats to measure students' vocabulary knowledge in depth.

According to Swanborn & de Glopper, only about 15% of unknown words are incidentally acquired from reading (cited in Carlo, 2008). The power of multiple encounters to the targeted words is one of the strongest findings in vocabulary instruction (Beck, McKeown, & Omanson, 1987; Beck, McKeown, & Kucan, 2008, 2013). Nagy and Herman described the characteristics of successful vocabulary instructions need, "multiple exposure to instructed words, exposure to words in meaningful contexts, rich or varied information about each word, the establishment of ties between instructed words and students' own experience and prior knowledge, and active roles by students in the work-learning process (p. 33 in the nature of vocab acquisition).

Beyond the vocabulary definitions, the learning process should be arranged to maximize the opportunities for students to understand and manipulate the target language in various meaningful ways (Lyster, 2007). Activities should make students think about the word's relationship and associations to other words (Beck, McKeown, & Omanson, 1987). With the importance of frequent exposure and characteristics of vocabulary instruction in mind, some examples of vocabulary instruction framework are presented below:

1. First of all, introduce new words before a text is read so that students can comprehend the text.

2. Story will be read by drawing students' attentions to the targeted words and be discussed while clarifying the meaning of the words specifically from the text. However it does not

have to go further than introducing definitions because the focus is not learning vocabulary, but comprehending the text (Beck, McKeown, & Kucan, 2013; Met, 2008; Tedick, 2014).

3. Then, introduce each new word, it's spelling, pronunciation, definition, and give a visual aid which can include: pictures, illustrations, acting out, diagrams, actual items, manipulatives and/or graphic organizers (Beck, McKeown, & Kucan, 2008; Jackson, Tripp, and Cox, 2011; Met, 2008). Discuss various forms of words such as syntax and morphology (Beck, McKeown, & Kucan, 2008).

4. Build a semantic map of new words. Explain the new words in student-friendly terms and provide a synonym and connect the words with their background knowledge (Fedlman & Kinsella, 2005). Beck, McKeown, and Kucan explained student-friendly explanations are "(1) capture the essence of the word and how it is typically used and (2) explain the meaning in everyday language (p. 45, 2013)". Students can also take initiative to create sentences to explain the words if it is possible. An explanation should expand the context beyond the original story where the words were introduced because it provides and evokes examples and builds a meaningful and memorable representation of words (Beck, McKeown, & Kucan, 2013). At this stage, recording the new words and the explanations on a vocabulary log is helpful as an organizer, for their accountability in recoding new words, and for later reference (Fedlman, Carleton & Marzano, 2010).

5. Develop meaningful activities to engage students and promote language interaction. The activities include discussion or writing of the words asking examples of the situation when and how the word is used; true/false sentences using the new words and having them defend their answer; matching sentences and words; kinesthetic demonstration of the words using gestures; facial expressions; pantomimes; and/or skits; etc (Beck, McKeown, & Kucan,

2008; Kucan, 2012). Having students create a semantic vocabulary wall such as a web or concept map is also another good activity to deepen and organize the understanding of the new words by building schema and finding relationships between vocabulary. This serves as visual scaffolds in teaching content (Jackson, Tripp, & Cox, 2011).

6. Finally, assess students' vocabulary knowledge by providing multiple choice tests, true/false tests, and/or having them explain if the statement with a new word is correct or not.

7. Language instruction requires not only pre-planned instruction to draw students' attentions to the focused vocabulary and language features in content, but also important is the ability to seize opportunistic moments to give feedback during instruction throughout the process above. Providing helpful and memorable feedback in a meaningful context in the moment when students are engaged and curious rather than waiting for a planned future lesson is another benefit to this teaching style (Lyster, 2007).

According to Beck, McKeown, & Kucan (2002), with this kind of rich instruction, students developed "word awareness". They also took word ownership and used it easily and appropriately with pleasure and pride. Moreover, they began to notice other non-targeted words in a natural way.

Table 2

Examples of Instructional Activity

Name or type of activity	How to play	Resource
Example/ Non example	Teacher says sentences describing the situation for a new word and students say aloud if the explanation illustrates the new-targeted word. Students are also asked "why?" they answered as they did.	Beck, McKeown, & Kucan (2008)
Example/ Non example	Teacher provides some examples of situation of a new word and students react to the word by expressing the situation with sounds or movements.	Beck, McKeown, & Kucan (2008)
Example/ Non example	Students choose which sentences describe a targeted word more precisely between two sentences. Teacher asks, "which would…?" or "which is…?" and ask "why?" they answered as they did.	Beck, McKeown, & Kucan (2008)
Word association	Teacher creates a word matching activity with sentences and targeted words. It is possible to ask students to make their own word associations by having them think how the targeted word associates a person or thing and having them explain how they come up with the association.	Beck, McKeown, & Kucan (2008)
Word association	Students revise a sentence the teacher made using a targeted word by substituting a word in the sentence.	Beck, McKeown, & Kucan (2008)
Word association	Students associate which word or phrase go with new words and explain how it is related.	Beck, McKeown, & Kucan (2013)
Word association	Teacher asks "Have you ever…?" to connect new words to students' experience.	Beck, McKeown, & Kucan (2013)
Generating situations, contexts, and examples	Teacher provides situations using targeted words and have students explain or write about the situation.	Beck, McKeown, & Kucan (2008)
Word relationships	Teacher provides two words and have students compare and contrast the words: how it is connected or related and explain.	Beck, McKeown, & Kucan (2008)
Word relationships	Analogy.	Beck, McKeown, & Kucan (2008)
Word relationships	Students sort words into categories.	Beck, McKeown, & Kucan (2008)

Word relationships	Create a semantic map with the class. This will help students build the relationships between new words and concepts. Displaying the map on a wall will also help students visualize the content and how each word is connected and use it as a reference.	Jackson, Tripp, and Cox (2011)
Writing	Teacher provides sentence stems and asks students to complete the sentences. For example, "The king was miserable because …" (Beck, McKeown, & Kucan, 2008, p. 161).	Beck, McKeown, & Kucan (2008, 2013)
Writing	Teacher prompts students to use certain number of new words in writing a story by providing an interesting start to the story.	Beck, McKeown, & Kucan (2008)
Puzzle (Word puzzle or crossword puzzle)	Provide a series of hints for a new word. The hints need to narrow down the possible answers.	Beck, McKeown, & Kucan (2008)
Reinforce connection between words and meanings	Teacher asks who can explain a new word and responds to the student's answer with acknowledgement to the appropriateness including elements of the new word's meaning.	Beck, McKeown, & Kucan (2013)
Adding information with related words	Teacher asks how a new word relates to the known words. For example, exhausted relates to sweaty, the feeling that I want to lay down, out of breath, etc.	Beck, McKeown, & Kucan (2013) p.76
Suggesting ways to apply a new word	Teacher makes students think about the situations and experiences relating to a new word.	Beck, McKeown, & Kucan (2013)
True/False or Yes/ No	Students answer true/false or yes/no to sentences with new words. If the sentence with a new word makes sense, students circle true/false or say yes/no. They also need to explain why they chose the answer.	Beck, McKeown, & Kucan (2013)
Review	Teacher simply reads the definition and asks which word it defines.	Beck, McKeown, & Kucan (2013)

Chapter 3 Methodology

3.1 Background

 This study focused on the importance of vocabulary and the effects of intensive vocabulary instruction in Content-Based Instruction (CBI) and Content-Based Language Teaching (CBLT). The purpose of this study and project is to understand and discover how vocabulary instruction should be planned and executed in an immersion setting so that students develop a good sense of language in order to apply and transfer the knowledge when figuring out new words and also how to balance content and language teachings. This study will give me new perspective of language teaching to stimulate students' language awareness which leads to further skills in language: reading comprehension; writing; and communication skills. This will lead to understanding objectives of each unit and ultimately to academic success and language growth in the target language.

 In this study, the following topics will be addressed:

1. What is vocabulary knowledge and why is it important?

2. How does integration of vocabulary instruction in content affect content learning and language acquisition?

3. How do we develop vocabulary instruction for an immersion setting?

 In an immersion program, it is difficult for students to retain new vocabulary because they do not live in an environment where the target language is used. They encounter the target language for only half a day or less at school. When students use the target language as a medium to learn content and use them to explain their understanding, it is critical to teach not only definitions of words, but also how to apply the knowledge: how the words sound, are spelled, the syntax and morphology patterns, and/or rules of how the words work in various

settings. When students learn vocabulary as a whole, it is easier for them to retain and use new words and to figure out unknown words.

It takes additional steps and strategic plans for an immersion teacher to just start each unit compared to a teacher in a regular classroom. To begin with, most of the immersion teachers have to create teaching and learning materials since materials in the target language are difficult to obtain and to use due to the differences in curriculum in different countries and/or students' language level. Based on a district's curriculum, teachers translate English materials into its target language, develop language instruction to scaffold students' understanding and instruction to balance language and content, and finally teach the content to meet the content standards set by the district. Moreover, this includes selecting words and language features to teach along with creating activities and teaching materials, making sure that students have enough practice to support comprehension of the content in the target language, and formatively and summatively assessing not only their understanding of the content, but also language both written and oral with handmade assessments.

In this chapter, I outlined a Social Studies' unit plan with implementation of researched vocabulary instruction, activities, and assessments. Throughout the unit, as Beck, McKeown, and Kucan (2013) said, "students were asked to respond to various characteristics of words to help them see a word not as a single clock of meaning but as having different facets to its meaning" (p. 84). Students encounter multiple vocabulary instructions to increase their metalinguistic skill and make them flexible in language usage beyond the content (Beck, McKeown, and Kucan, 2013).

3.2 Curriculum

I built the Anchorage School District (ASD) fourth grade Social Studies "Exploration and Encounters" unit in a target language, Japanese (see Appendix A, p. 54). ASD's objectives for this unit is for the students to understand:

1) Exploration by nations and individuals is done for a variety of reasons such as spreading religion, expanding scientific knowledge, accumulating power, and building wealth.

2) Contact between cultures impacts the societies involved through the exchange of culture and goods.

(4th Grade Social Studies Curriculum Guide, 2010, p. 5)

With these ultimate objectives in mind, students will be expected to answer the following questions at the end of the unit:

1) Why did explorers explore? What were their motivations?

2) Where did explorers go? Why did they go there?

3) When the two cultures (Old World and New world) met, how did it impact both worlds?

3.2.1 Teaching Resources and the Materials

The reading texts in introducing this unit, "AGE OF DISCOVERY" (see Appendix B, p. 62), and stories of different explorers (see Appendix C, p. 67) are from a publisher, *Interaction Publishers*, and have been translated into Japanese by myself. To make the vocabulary instruction effective and the knowledge to be transferable, researched vocabulary instructional strategies were applied throughout the unit. Vocabulary and language features are selected to enhance students' language skills over the subjects. In addition to the researched instruction methods, two of Kagan's Cooperative Learning methods were used to enhance students'

cooperative working skills in learning vocabulary and the online learning tool, Quizlet, was used for language features and vocabulary practices.

There are **no** outlined lesson plans that exist that would be usable in the Japanese immersion setting which coincides with immersion students' language levels, suggested supportive reading materials, nor are there pre-assembled integrated Language Arts and content lessons in Japanese. I created all of the worksheets and activities to learn the language and content as well as the assessments that go with. The unit plan was built based on "Understanding By Design" by Wiggins and McTighe (see Appendix A, p. 54). It was very challenging and took a lot of time and thinking to build the unit.

3.3 The Vocabulary Instruction Strategies

The strategies in the introduction to the unit from preparation to delivery are outlined as follows:

1. Reading texts from *Interaction Publishers*, "AGE OF DISCOVERY" (see Appendix B, p. 62), "Christopher Columbus", "Francisco Pizarro", and "Hernando Coltez" (see Appendix C, p. 67) were translated into Japanese. As Beck, McKeown, and Kucan (2002) recommended, focused words, mainly Tier Two words, were selected in the reading materials. Due to the differences in culture, Tier Two words in Japanese sometime do not necessarily correlate with Tier Two words in English. Some words are categorized as Tier Two from the character that provides students opportunities to add rich repertoire and connections to other words and word concepts. Focused words and language features were bolded and underlined in the context to draw students' attention (Met, 2008). Opportunities to reinforce the vocabulary students previously learned in fourth grade were also reviewed and underlined in translating the text.

The selected words are:

- Explore

- Preserve

- Claim

- Encounter

- Discover

- Travel

- Invent

- Reason

2.   Introduce new words with images shown on a PowerPoint. When introducing new words, the following is practiced:

- Give students opportunities to say the words so that students will have confidence with pronunciation.

- Show some illustrations for each word before providing the definition to give clues to the meaning and have students predict what it might mean (Beck, McKeown, & Kucan, 2002).

- Explain how the each word is used inside and outside the text.

- Talk about morphology and syntax.

- If it is possible, include a kinesthetic activity using gestures and facial expression (Kucan, 2012). For example, seven of the eight words above are action words, making students act out the words will be a fun activity.

3.   Have students take notes on their vocabulary log as the words and the definitions are introduced (see Appendix D, p. 76). In the log, the new word, definition, sentence using the

word, and images are recorded. The definitions are written using student-friendly words (Beck, McKeown, & Kucan, 2002 & 2008; Met, 2008). In an immersion class, students have limited ability to manipulate language and it can be difficult for them to explain new words on their own, however, if it is possible, a teacher can make the definitions with students' input. It is better for everyone to have the same definitions and sentences on the log to ensure their logs have a strong sample sentence as a reference (Beck, McKeown, & Kucan, 2002).

       The definitions for each word are as below:

- たんけんする: Tankensuru (Explore): あたらしいものやほしいものをさがして、どこかにいくこと (To go to places to look for something new or what you want). Explain how it is used in the text: First reason to **<u>explore</u>**.

  - To expand and deepen the vocabulary knowledge, mention noun "explorer". In Japanese, when か (ka) is added at the end of some of words, the words become a person with that profession.

  For example:

    - たんけん<u>か</u> (Explorer): たんけんする人 (A person who explores)

    - けんちく<u>か</u> (Architecture): たてものをデザインして、つくる人 (A person who designs and constructs buildings)

    - しゃしん<u>か</u> (Photographer): しゃしんをとる人 (A person who takes pictures professionally)

    - が<u>か</u> (Painter): えをかく人 (A person who pains)

    - おんがく<u>か</u> (Musician): おんがくのしごとをする人 (A person who works in a music field)

- ほぞんする: Hozonsuru (Preserve): ながいあいだ、そのままにできること (To be able to keep things or states as it is for a long time). Explain how it is used in the text: Spices also helped **preserve** food.

- しゅちょうする: Syucyousuru (Claim): 人の言うことは、きかないで、じぶんの思ったことを　つよく言うこと (To say what you think strongly without listening to others). Explain how it is used in the context: Both religions **claimed** ownership of Jerusalem.

- で会う/会う: Deau/Au (Encounter): しらないで人やイベントに会うこと (To meet people and/or events without intentions). Explain how it is used in the context: There, they **encounter** merchants from the Far East.

- しんはっけん: Shinhakken (New discovery): 何かをあたらしいものを見つけること (To find something). Explain how it is used in the context: Europeans were ready for the excitement, adventure, danger, and achievements that would be called the "Age of **Discovery**".

  - To expand and deepen the vocabulary knowledge, explain しん: shin means new. When you write down しん in kanji (Chinese character), the kanji can be read in more than one way: しん and あたらしい: atarashii. Students already know あたらしい, so this will help them to remember the word and figure out other words with しん. In this unit, students will encounter "しんせかい: Shin sekai (New World). Hopefully, they can apply the vocabulary knowledge in figuring out unknown words "New World", since they already know the word sekai (world) from previous lessons.

- りょこうする: Ryokousuru (Travel): ビジネスやあそびで、ほかのばしょ／とちに いくこと (To go other places for business or fun). Explain how it is used in the context: The eastern merchants had **traveled** overland routes from China through Turkestan and Persia to the Mediterranean.

- はつめいする: Hatsumeisuru (Invent): ないものを、あたらしくつくること (To create something new). Explain how it is used in the context: This was an instrument **invented** by the Greeks to measure the altitude of the sun and stars.

    - Mention the person who invent is called はつめい**か**: Hatsumei ka (inventor).

- りゆう: Liyuu (Reason): どうしてのこたえ (Answers of why). Explain how it is used in the context: There were two major **reasons** why Western European explorers set sail during fifteenth, sixteenth, and seventeenth centuries.

4.   Read aloud "AGE OF DISCOVERY" drawing students' attention to the new words and explaining meanings of the words in the context (Beck, McKeown, & Kucan, 2008; Met, 2008). Provide worksheet to organize information from the text (see Appendix E, p. 78).

5.   Vocabulary activities for students to interact with word meanings and to deepen the knowledge are developed as follows:

- Fill in the blanks: Students fill new words in the blanks in sentences (see Appendix F, p. 80). This is a good practice for students to be resourceful using their vocabulary log as a reference.

- Vocabulary matching worksheets (word association): I created two kinds of matching worksheets. One is simple matching of words and the images (see Appendix G, p. 83). The other one is a more complicated matching worksheet. For this activity, students will match new words and the definitions. Students need to read each definition and

comprehend it to find the match (see Appendix H, p. 85). This will be a good reading

comprehension practice. For this activity, I created three different matching worksheets

with slightly different definitions for the same-targeted words. Students work with a

partner and compete with another team of two students. The team who finishes all the

three worksheets early and accurately wins.

- Mix and Match (word association): This is one of Kagan's Cooperative Learning

  activities (see Appendix I, p. 91). Half of the class will have a card with a new word on it

  and the other half will hold a card with each definition. To mix around the cards,

  students stop to meet people passing by and say aloud "I see you have ____" and trade

  their cards. Repeat this activity several times. Then, students will walk around the class

  to find their match. This can be a good oral practice since they need to find their match

  by asking what other students have. It will be helpful to write a prompt on the board.

  They are required to communicate to find their match and are not allowed to just show

  what they have. When they find their match, they sit on the floor with their partner. As

  an alternative activity using the same cards, students can simply match the words and the

  definitions on their desk.

- True/False worksheet (Example/ Non example): Students choose true or false if the new

  words are used accurately in each sentence and explain why they chose the answer (see

  Appendix J, p. 95). Beck, McKeown, & Kucan (2013) explained, "the explanation is the

  most important part because it requires the child to explicitly think through how the word

  fits the choices in order to express the relationship between the example and the word"

  (p.69). This can be used as reinforcement or an assessment.

- Vocabulary review sheet (word association): Students take turns with a partner remembering and writing down new words and their definitions. When completed, they then share the words with another group of two one word and definition at the time (see Appendix K, p. 99). If one group does not have the word the other group gives it to them and they will write the word and the definition. If they have the word already, they write a check mark next to the word. This is another cooperative learning method and a good oral practice.

- Word puzzle: Students find new words in a word puzzle (see Appendix L, p. 101).

- Quizlet: Online learning tool which has flash cards, games, and tests. This is a great technology for students to practice language outside of school.

6.   Build semantic vocabulary web with the class (see Appendix M, p. 103). This is another vocabulary reinforcement and helps students build their vocabulary web for this unit by connecting words and building the relationships between new words and concepts (Lyster, 2007). Students need to understand the words in order to build the web and also explain it. Displaying the map on a wall will also help students visualize the content, learn how each word is connected and used, and see vocabulary in the content as a whole. This will serve as a unit organizer and reference.

7.   Assess vocabulary knowledge. I created two kinds of assessments. One is fill in the blanks (see Appendix N, 104), and the other one is a true/false assessment (see Appendix J, p. 95) stated above as one of the vocabulary reinforcement activities. I think these two are appropriate to assess if students know the meaning of the words and if they can go beyond the definitions and apply the meaning in solving problems and provide reasoning for their answers.

3.4 Unit Plan

Preparation

Anchorage School District (ASD)'s unit goals were translated into Japanese in student-friendly terms and posted on a board in the classroom to remind students what their goals are (Wiggins & McTighe, 2005).

The learning goals are:

1). たんけんかが、どうしてたんけんしたかせつめいできる。(To be able to explain why explores explored and their motivations for the exploration.)

2). たんけんかが 、どこにいったかせつめいできる。(To be able to explain where the explorers go.)

3). 二つ（ふるいせかい／しんせかい）のぶんかがで会ったとき、どんなインパクトが あったかせつめいできる。(To be able to explain what happened when the two cultures (Old World and New world) met, how this impacted both worlds.)

Upon starting the unit, reading materials were selected and translated into Japanese. New vocabulary and focused language features were carefully selected and bold and underlined in the texts.

The language objectives are:

1). Students will be able to answer what a pronoun demonstrates.

2). Students will be able to understand and use appropriate sentence structure when expressing reasoning and the rules to use it in a native like way.

As Beck, McKeown, and Kucan (2013) said "The nuances, subtleties, and characteristics of a word's role in the language can only be understood through repeated exposure to the word in a variety of contexts. A definition, no matter how well crafted, can never communicate all of

this" (p.102). Multiple vocabulary worksheets and activities to promote encounters with the new vocabulary and language features were created. The three-week unit plan is outlined as below.

3.4.1 Day by Day Plan

Day 1

Introduce a new unit. Talk about the key word "Exploration" showing images and have the class discuss questions below in a group. This will be an activity to pre-assess students' prior knowledge about exploration and to connect students' own experience of exploration with the unit. Each group will share their work with the class. Display their work on a wall.

1. Have you explored? If so, where and what did you explore?
2. Where do explores go and what do they do?
3. Draw images of exploration.

Day 2

Introduce new vocabulary with the images in a PowerPoint slide show. Encourage students to repeat each word after the teacher to pronounce them accurately. Have them think what each word means by looking at the images. Explain the definition briefly and act out the words with body movements. Do a "command game" to review the new words by having students respond to what is said physically and kinethetically. For example, if I say "Explore", students need to act like they are exploring somewhere.

Students write the new words, the definitions, sample sentences, and images on their vocabulary log (see Appendix D, p. 76). Each word will be explained with words students have known from previous lessons or daily communications. The explanations and sentences can be created with student input. However, it is important to have all students write the same definitions for the sake of repetition. To teach vocabulary holistically, not only the definitions,

but teaching various forms of words such as syntax and morphology are also explained at this time.

After completing the vocabulary log, talk about the objectives of the unit so that they can understand the objectives with new words in it. Students write the objectives in their Social Studies notebook so that they know what they will learn and need to be able to do at the end of the unit (Wiggins & McTighe, 2005). The objectives will also be written and posted on a white board in the classroom during the lessons. Moreover, to make the end of unit expectations clear, students explain their final project and/or create an explorer's flipbook.

As one of vocabulary reinforcement activities, students will do a vocabulary matching game to match new words and the definitions (see Appendix H, p. 85). Three worksheets with slightly different definitions will be provided. Groups of two compete with other groups of two. Similar language level of students will be grouped together. Students will work together cooperatively and work on this activity one worksheet at a time. The group that finishes all the worksheets first and accurately wins the game.

Day 3

The class will start reading aloud section 1 in "AGE OF DISCOVERY" (see Appendix B, p. 62). Students will be asked to highlight new words which are bold and underlined to emphasize the words. As the class read the text, new words will be reviewed and explained within the text. After each section, students will work on a worksheet for organization and deeper comprehension (see Appendix E, p. 78).

To study a particular language feature, while reading the text students will be directed to pay particular attention to reasoning words: "because", から(kara)/だから(dakara) in Japanese, as conjunctions. "Because", から(kara)/だから(dakara), are bold to draw learners' attention

throughout the text. Students are familiar with から(kara)/だから(dakara). However their

usage is not accurate and the rules have not been taught expressively in previous grades.

Students will color those words with a colored pencil as a noticing activity. Depending on the

word which comes in front of the reasoning words: kara or dakara, one of the two forms is

selected and used. For some words, you need to use kara to express reasons and for other words,

you need to use dakara. In Japanese, when you explain the reasons, the sentence starts with the

explanation, followed by kara/dakara, then followed by the result of the action. This sentence

structure is different from English sentence structure.

For example,

お金をつくるメタルがもっとひつようになったから、ヨーロッパの人は、たんけ

んしました。

(They needed more metal to make money because (kara), Europeans explored.)

During Language Arts, this language feature will be explained and practiced in depth.

First of all, students will get charts with images of commonly used verbs and adjectives and

write down a word for each image (see Appendix O, p. 106). This will be a good review activity

to practice verbs and adjectives. Because of the limited access and time in the target language,

some students lack basic Tier 1 words. For this reason, it is always important to find every

opportunity to have some review activities in an academic setting and ensure that learners are

maintaining previously learned vocabulary. Then, the teacher will go through each word with

students to sort which words go with kara or dakara on a worksheet. Most of the verbs and

adjectives use kara. However, when a noun is used, only dakara is used. Otherwise, there are no

patterns or specific rules to find when to use kara or dakara. Since kara is mainly used, it will be

effective for students to memorize irregular verbs and adjectives that use dakara.

For the reinforcement activity, students will participate in a game where a group of two sorts sentences into groups that use either kara or dakara (see Appendix P, p. 108). A group will compete with another group of two. The groups who finish earlier and check their answers with a teacher wins.

Day 4

Have students apply the word knowledge to work on "Fill in the blanks" vocabulary worksheet (see Appendix F, p. 80). Students are encouraged to use their vocabulary log as reference to promote self-study skills. To be "resourceful" is one of the classroom goals.

Class will continue reading section 2 and 3 in "AGE OF DISCOVERY" and complete their worksheet (see Appendix B, p. 62 & E, p. 78). As students work on the text, they will learn personal pronouns. After I introduce the pronoun rules, they will write down who the pronoun is indicating in the text.

During the Language Art's lesson, students will practice pronouns on a "Who is/are she/he/they?" worksheet by answering who each pronoun describes in written sentences (see Appendix Q, p. 112). In writing, they will be encouraged to use pronouns. In order to find who the personal pronouns are referencing in sentences students will be required to comprehend the text and thus promote understanding of more complicated and abstract text.

Day 5

For the reinforcement of the new words, Students will work on one of Kagan's cooperative learning activities, "Mix and Match" (see Appendix I, p. 91). Half of the class will have a card with a new word and the other half will hold a card with a definition. To mix around the cards, students stop to meet people passing by and say aloud "I see you have _____" and trade their cards. After the cards are mixed up a couple of times, students will walk around the

classroom to find their match for the word or definition. Once they find their match and are paired up, they sit down on the floor. For oral practice, students will be given a prompt to greet, get, and give the word or definition to each other. This will be a great speaking opportunity for students. For speaking purpose, they are not allowed to just show their cards to find the match.

Class will continue reading the last part, section 4 in "AGE OF DISCOVERY" and complete their worksheet (see Appendix B, p. 62 & E, p. 78).

For reasoning form's practice, a group of four students answer three questions (see Appendix R, p. 114):

1) Why do bears like summer? What is the reason?

2) Do you like summer? What is the reason?

3) Do you like Anchorage? What is the reason?

In answering the questions, it is important to review expectations of group discussion and individual accountability. Every member is expected to share what he or she thinks during the discussion. This activity is one of Kagan's cooperative activities, called "Teammates Consult". Students place their pen in a cup in the center of the workplace, share, and discuss their answers for each question. Then, students will choose one answer to write down as a group. All the teammates have to understand and agree with the answer they will write down. Then, they take their pen and write down the answers in their own words on their own worksheets. On the worksheet, comprehensibility of the sentences and accuracy of the use of kara/dakara will be assessed. During the discussion, students' oral performance can be also assessed.

Day 6

The class will review what they learned in the text, "AGE OF DISCOVERY", students explain and discuss their answers to three questions. The questions are:

1). What were the reasons explorers explored?

2). Why did Europeans need metals, spices, and silks? (First reason of exploration)

3). Why was expanding Christianity so important? (Second reason of exploration)

4). What was the reason they decided to travel by ocean, not on land?

5). What did explorers discover and encounter and what did they do?

After the repeated vocabulary practices and learning about the background of exploration, make a vocabulary semantic map with the class (see Appendix M, p. 103). After I model how to build the map by connecting a couple of words with the class, students will work with a group of two of similar language level. After they create a semantic map, they need to be able to explain the connections of words. The map can vary from group to group as long as their explanations makes sense. I will share my semantic map and display it on a vocabulary wall in the class. Displaying the map on the wall will also help students visualize the content and how each word is connected and use it as a unit organizer and a reference.

Day 7

Assess students' vocabulary varying from simple vocabulary quiz to vocabulary knowledge assessment. For the simple vocabulary quiz, students will take a quiz of choosing definitions for each word (see Appendix N, p. 104). To test their vocabulary knowledge, students will take a true/false assessment where they will be asked to explain why they chose the answers. Students will also take a pronoun assessment (see Appendix S, p. 116).

Day 8 & Day 9

Each student will choose an explorer to research and to create a trading card. On the trading card, students will put the name of the explorer, date and place of birth, and timeline of important events. The reading texts for each explorer: Christopher Columbus; Francisco Pizarro;

and Hernando Coltez, are from a publisher, *Interaction Publishers*, and translated into Japanese (see Appendix C, p. 67). Although the reading text is different from "Age of Discovery", new focused words are the same throughout the text and are bold and underlined to draw students' attention. It is ideal for students to research using more than one resource, including the World Wide Web or reading different books and/or articles. However, it is difficult to find those educational resources matching students' language level for immersion programs. For this reason, students will be asked to find English books about the explorer they will be researching as their homework to include the information in their project. They will also be asked to provide the resource information. To assess the project, checklist will be created with students to set explicit expectations and guidance (see Appendix T for a sample, p. 118).

Day 10

Students who finish the trading card will start making a timeline with the information on their Social Studies notebook. They will then gather and collect information about other explorers to add to their timeline. Everyone will be required to write down "when the explorer started his voyage" and "when and where did he go?" about other explorers he or she did not research. This will allow other students to learn different explorers' timeline and also organize and visualize what each explorer experienced.

Day 11 - 14

Students will start their final project: "If you were an explore...". They need to answer the following questions in the project:

1. Where would you go? (Students need to show the place on a map, too)

2. Why would you go to that place?

3. How would you get support to go there?

4. What would you take with you to trade from your country with the people you meet?

5. What would you bring back? Why?

To assess the project, a checklist will be provided for students with explicit expectations (see Appendix U for a sample, p. 120).

Day 15

To finish this unit, students answer "Why did explorers in Europe explore?" and "When the two different worlds met, what happened to the two worlds?

Homework and Bell Work

For homework and bell work which is the work students do when students come into the class in the morning or after they switch between Japanese and English class, students will practice the new words with a matching worksheet, Quizlet, and word puzzles.

Chapter 4 Results

4.1 The Purpose

The purpose of this study and project was understand and discover how vocabulary instruction should be planned and executed in an immersion setting so that students develop a good sense of language in order to apply and transfer the knowledge when figuring out new words. This study will also give me new perspective of language teaching to stimulate students' language awareness which leads to further skills in language: reading comprehension; writing; and communication skills. This will lead to understanding objectives of each unit and ultimately to academic success and language growth in the target language.

In this study, the following topics will be addressed:

1. What is vocabulary knowledge and why is it important?

2. How does integration of vocabulary instruction in content affect content learning and language acquisition?

3. How do we develop vocabulary instruction for an immersion setting?

Vocabulary is something that we acquire naturally by listening, speaking, and reading everyday. We do not really notice how essential and powerful vocabulary knowledge is in communication when we live in our mother country. When you go explore other countries where they speak a different language, you wish that you could communicate with the natives. Immersion students go through a similar situation everyday at school. In the environment where students learn and communicate with teachers and each other through a target language, it is critical to teach vocabulary knowledge they can apply and transfer to learn content and to communicate. Just teaching definitions of words, teaching them once and expecting students to learn through content without intentional vocabulary lesson plans are not enough for students to

retain and utilize the words. Finding out how students can retain target language in this unique

immersion setting where students do not have consistent and sufficient access to the target

language, but learn contents in the medium of the language was the reason of this study.

4.2 Summary of the Findings

The research questions are restated and the findings are briefly summarized below:

Question 1:

What is vocabulary knowledge and how is it important?

Vocabulary knowledge is more than merely knowing the meaning of a word, it involves

its semantic representation (meaning), phonological representation (pronunciation), and

orthographic representation (spelling). These elements are important because as students

read, they connect sound and the spelling and then understand the meaning that leads to

comprehension. In addition to that, learning morphology and syntax are also good

vocabulary knowledge to foster a good sense of language so that students can apply and

transfer the knowledge to decode unknown words.

Question 2:

How does integration of vocabulary instruction in content affect content learning and language

acquisition?

Teaching language within content is called Content-based instruction (CBI) or Content-

based language teaching (CBLT). Instead of teaching language separately, developing

instruction with authentic practice in "situated cognition", knowing and applying what

they have learned to other content and daily lives becomes more connected and easier.

This model of teaching language is believed to be an ideal technique, and allows for

students to learn in the most natural, authentic, and purposeful way.

Question 3:

How do we develop vocabulary instruction for an immersion setting?

> The key for the effective vocabulary instruction are to cultivate sensitivities to words so that students can use the vocabulary knowledge: meaning, pronunciation, spelling, morphology, and syntax to apply and transfer the knowledge in comprehending stories and encountering new words and also to create repeated opportunities to encounter them. Vocabulary instruction needs to be well scripted.

4.3 Limitations

The first limitation of this study and the process of producing products is time. There are no available teaching and learning materials that I can use as is. Additional steps are always required before teaching in immersion programs. It starts from looking for the usable resources that I can translate while matching students' language levels from English resources within the content curriculum. Then I evaluate and modify and finally create instructions, worksheets, activities, and assessments.

Moreover, focusing on language is another major area for immersion teachers. In my case, choosing which words and language features to teach is a time consuming step in developing a unit.

Finding and producing multiple encounters for new vocabulary is another issue for teachers who do not have proper curriculum and are not trained.

The second limitation is lack of time for students to use the target language. They only have two and a half hours a day, five days a week in the immersion setting in which time they must also cover all the districts curricular requirements. This is an inevitable problem in immersion programs.

The third limitation of this study is inability to find appropriate resources and immersion pedagogical references. Differing from Spanish immersion programs, it is difficult to find and get authentic instructional materials especially matching subject contents at the students' language level in Japanese.

There is a lack of data and empirical research studies on Japanese immersion schools and the pedagogy as well as, the unique and different structure of the language. Researched vocabulary rules and patterns and the teaching strategies that exist do not necessarily apply to Japanese. For example, in this study, categories of words to teach: Tier one, Tier two, and Tier three, did not exactly fit in Japanese. Some words in Tier one in English can be Tier two in Japanese, and vice-versa since language is impacted by differences in cultures.

Chapter 5 Conclusions

5.1 Important Points

The purpose of this study and project was to understand and discover how vocabulary instruction should be planned and executed in an immersion setting so that students develop a good sense of language in order to apply and transfer the knowledge when figuring out new words and also how to balance content and language teachings. This study provides new perspective of language teaching to stimulate students' language awareness which leads to further skills in language: reading comprehension; writing; and communication skills. This leads to understanding objectives of each unit and ultimately to academic success and language growth in the target language and language growth in the target language.

In this study, the following topics will be addressed:

1. What is vocabulary knowledge and why is it important?

2. How does integration of vocabulary instruction in content affect content learning and language acquisition?

3. How do we develop vocabulary instruction for an immersion setting?

One of the important elements that I have found necessary is the importance of fostering students' word consciousness. Students need to be aware that they are learning new words and/or language features and the patterns and rules by drawing attention to them by bolding and/or underlining them. Vocabulary needs to be taught intentionally, holistically, and strategically through sequenced activities. Educators cannot expect that students will simply pick up words and be able to manipulate them as time goes by. Moreover, not only teaching definitions of a word, but also how the word works: the sound, spelling, pattern, and rule deepens

students' vocabulary knowledge and enable them to apply and transfer the knowledge in encountering new words and comprehending texts.

Secondly, another important point is to provide multiple exposures to new vocabulary and that the teacher makes the repeated practice effective. When you think about the nature of immersion programs, the biggest problem is the limited amount of time for students to be immersed in the target language. It is clear that the key to retention of vocabulary is multiple encounters. However, I have learned drills that only give multiple encounters to words is not enough. In addition to the frequent practice, it is important to give students an opportunity to ponder how new words work in a sentence, why the word in the sentence makes sense or does not make sense. Without solid understanding of words, it is difficult to explain the answers to the problems since learning new words and owning them is more than "I choose the answer because it sounds right". Students need to apply and transfer vocabulary knowledge to explain and make it effective for them to retain the words.

Thirdly, it is more meaningful for students to learn words within content than to learn words as a separate language piece. Content-based instruction (CBI)/ Content-based language teaching (CBIT) is the instruction of language integrated into content learning so that language learning occurs more naturally and meaningfully. In the CBI/ CBLT setting, language pieces play active roles to master content since students have to use the target language as a medium to learn the content. "Situated cognition" is another model advocating the importance of equipping students to be able to use what they have learned as reference to interpret abstract and complicated concept by creating authentic learning environment.

Targeted words and featured language structures are carefully chosen. Throughout the unit, students learn by connecting and building relationships between the cognitive piece, the

target language, and academic content piece. New words become their tool to comprehend and express their understanding within an authentic context. Moreover, this setting perfectly matches the purpose of an immersion program: high academic proficiency and language development.

Finally, the importance to choose words to teach are categorized into three groups: Tier one, Tier two, and Tier three. Tier one words are the basic words students have learned and learn in everyday life; Tier two words are the targeted words which can give students a repertoire to go out of the content; and Tier three words are more likely terminology which are used in a specific field. Culture has a heavy influence in language, depending on the language and the learning situations and environment of the learners. Words between Tier one and Tier two can be slightly different, but this is a useful category to refer in choosing words to teach.

5.2 Implications for Future Study

Like other professional fields, in the teaching profession, it is important to work collaboratively with other teachers and share teaching strategies and materials. For teachers in a Japanese immersion program in the United States, it is especially critical to work with other teachers due to the uniqueness of language differing from most of the students' native language and the lack of research data, resources, and manuals. In the future, I will first work closely with the third and fifth grade teachers in choosing words and language features to teach and creating materials. Vertical planning with other teachers will be essential for instructional consistency and students' language growth.

I will also continue to create instructional materials and develop unit plans for other Social Studies units as well as Science units. This means developing Japanese Language Arts using CBI/ CBLT strategies. Language Arts curriculum along with Social Studies and Science content will be reevaluated and rebuilt as required each year. This is time consuming aside from

regular teaching duties and requirements. However, with the researched data and holistically integrated learning plan uniting language and academic content will create an ideal learning environment for students in all immersion programs.

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Appendix A

4th Grade Social Studies Unit: Exploration and Encounters
Unit Title: Exploration and Encounters　　　**Grade Level:** 4th
Subject/ Topic Areas: Social Studies
Key Words: explorer, preserve, claim, encounter, discover, travel, invent, and reason
Designed by: Kaori Shrestha　　　　　　**Time Frame:** 3 weeks
School District: Anchorage School District　　**School:** Sand Lake Elementary School
Brief Summary of Unit In this unit, students will learn about European explorers: their motivations to leave their country for "New World", the encounter with indigenous people, and the influences in the cultures. They will learn about three different explorers by researching an explorer and creating a trading card and exchanging the information with other students. For their final project, they will make a flipbook of "If you were an explorer…?" and build their own voyage plan. For language, students will learn eight new vocabulary and two language features. With the new vocabulary knowledge, students will be able to understand the content and explain what they learned, use the words inside and outside of the content, and also apply and transfer the knowledge to figure out unknown words in the future. Moreover, with the language features, students will be able to comprehend more complex context and also express themselves in writing and orally.

Stage 1- Identify Desired Results

Established Goals:

Students will understand:

<u>Content</u>

1. Exploration by nations and individuals is done for a variety of reasons such as spreading religion, expanding scientific knowledge, accumulating power, and building wealth.
2. Contact between cultures impacts the societies involved through the exchange of culture and goods
   (ASD Social 4th grade Studies curriculum guide).

<u>Language</u>

1. Students will be able to answer what a pronoun demonstrates.
2. Students will be able to understand and use appropriate sentence structure when expressing reasoning and the rules to use it in a native like way.

What essential questions will be considered?	**What understandings are desired?**
1). Why did explorers explore? What were their motivations? 2). Where did explorers go? Why did they go there? 3). When the two cultures (Old World and New world) met, how did it impact both worlds?	● The reasons explorers explored ● The process to go on a voyage ● The places explorers went ● The impacts of influence on both worlds: Old World and New World.

What we want students to know…	*What we want students to be able to do…*
● Vocabulary: Explore, Preserve, Claim, Encounter, Discover, Travel, Invent, Reason ● Key factual information: 1. Motivation for exploration 2. Influence on the New and Old world ● Important events and people: Christopher Columbus Hernando Cortes Francisco Pizarro ● Sequence and timelines ● Language features: Pronoun Reasoning form	● Basic skills- decoding, reading, summarizing, organizing information. Reading materials from a publisher, *interact*: ✓ "Age of Discovery" ✓ Christopher Columbus ✓ Hernando Cortes ✓ Francisco Pizarro ● Communication skills- listening, speaking, writing, interpersonal, and working in a group ● Thinking skills- comparing the two worlds, analyzing, interpreting, and finding answers ● Study skills- note-taking, reading with strategies, organizing information, practicing technology (Quizlet), and using references ● Interpersonal- analyzing own work with a check list

Stage 2- Determine Acceptable Evidence

What evidence will show that students understand?
Performance Tasks:
 	
Content:
Trading Card- Students will choose an explorer and make a trading card with the name of the explorer, the place he was born, the places he went, what he did, etc. Then, students will share the information with others who studied different explorers and make a timeline of all three explorers.
 	
Explorer Folder- Students create a flipbook of "If you were an explorer" and build their own voyage. They will answer following questions:
   ✓   Where would you go? (Students need to show the place on a map, too)
   ✓   Why would you go to the place?
   ✓   How would you get support to go there?
   ✓   What would you take with you to trade from your country with the people you meet?
   ✓   What would you bring back? Why?
 	
Language:
Vocabulary:
Fill in a blank: This assessment will assess if students can comprehend sentences and fill in the blank with a new word
True or False: This assessment will assess if students can determine the usage of a new word in a sentence and also explain the reason.
 	
Language features:
Pronoun: Students will find pronouns in sentences
Reading forms: The accurate usage of reasoning forms on students' worksheets from "Teammates consult" will be assessed.

What other evidence needs to be collected in light of Stage 1 Desired results?
Other Evidence:

<u>Content</u>
Reading text organizer (worksheet)- Students will fill out an organizer as they read "AGE OF DISCOVERY". This organizer will help them organize the information and understand the needs and motivations of European explorers.

Review questions: Students will be asked:
1). What were the reasons explorers explored?
2). Why did Europeans need metals, spices, and silks? (first reason of exploration)
3). Why was expanding Christianity so important? (second reason of exploration)
4). What was the reason they decided to travel by ocean, not on land?
5). What did explorers discover and encounter and what did they do?

Vocabulary sematic map- Vocabulary reinforcement activity to help students build their own vocabulary map. They will connect words and build the relationships between new words and concepts. Students need to understand the unit concept to build the map. Displaying the map on the wall will also help them visualize the content and learn how each word is connected and used. This will serve as a unit organizer and a reference.

<u>Language</u>
Mix and Match- Vocabulary reinforcement activity to match new words and the definitions.
Team consultant- Language feature (reasoning form) practice. Explain "Why do bears like summer? What is the reason?", "Do you like Summer? What is the reason?", "Do you know Anchorage? What is the reason?"

Student Self –Assessment and Reflection:
<u>Content</u>
1. Self-assess trading card with a check list (assessment)
2. Share what he/she learned with others and get other explorer's information to create a timeline (reflection)
3. Self-assess "If you were an explorer?" with a checklist

<u>Language</u>
1. Explain how the vocabulary is used in a text and how the use of the word is right or wrong (reflection), True or False
2. Explain how each word is connected, Semantic map
3. "Teammates Consult" activity for reasoning forms

Stage 2- Determine Acceptable Evidence (continued)
Assessment Task Blueprint

What understanding or goals will be assessed through this task?

Content
- Why did explorers explore? What were their motivations?
- Where did explorers go? Why did they go there?
- When the two cultures (Old World and New world) met, how did it impact both worlds?

Language
- Students will be able to answer what a pronoun demonstrates.
- Students will be able to understand the sentence structure in expressing reasoning and the rule to use it in native like way.

What criteria are implied in the standards and understandings regardless of the task specifics? What must student work demonstrate to signify that students were met?

- The needs of Europeans to expand their world
- What happens when two different world or culture meet.
- Manipulation of the language features in reading, writing, and oral communications

Through what authentic performance task will students demonstrate understanding?

Task Overview:
Students will create a flipbook of "If you were an explorer". They will see themselves as an explorer and build a voyage plan: "Where would you go?", "Why would you go the place?", "How would you get support to go to the place?", "What would you take with you to trade from your country and what would you bring back?", and "How will the voyage impact your life and the lives of people you met?". Their goal is to set motivation to go out on trips, get support, and make plans to meet the purpose of their voyage. With this project, students will understand 1). Exploration by nations and individuals is done for a variety of reasons such as spreading religion, expanding scientific knowledge, accumulating power, and building wealth. 2). Contact between cultures impacts the societies involved through the exchange of culture and goods.

What student products and performances will provide evidence of desired understandings?

Explorer folder
Usage of reasoning form to explain the motivation of their own exploration
Semantic map

By what criteria will student products and performances be evaluated?

- Correct usage of new vocabulary and reasoning for the answers
- Explanation of how words are connected in a semantic map
- Trading card explains a specific explorer's trip and the motivation
- Flip book meets checklist

Stage 3-Plan Learning Experiences

WHERETO

What sequence of teaching and learning experience will equip students to engage with, develop, and demonstrate the desired understandings? Use the following sheet to list the key teaching and learning activities in sequences. Code each entry with the appropriate initials of the WHERETO elements.

---

1. Introduce a unit. Pre-assess students' prior knowledge about exploration and connect students' own experience with the unit. W/ H
2. Introduce focused words with PowerPoint and record new words in vocabulary log. E
3. Introduce the Essential Questions and discuss what students will need to explain at the end. Discuss unit performance tasks (Trading card and Explorer's flip book) W
4. For language, practice new vocabulary (Match words and definitions, Mix and Match game, Fill in the blanks, Quizlet, Word puzzle) E
5. Students read "AGE OF DISCOVERY" and fill out an organizer. E, O
6. For language, introduce new language features: pronoun and reasoning forms. Students will practice (noticing activity, pronoun practice sheets, sort two reasoning forms into two groups game, Teammates Consult, Quizlet) E
7. Give vocabulary assessment (True or false) E-2
8. Review and discuss "AGE OF DISCOVERY". Discussion questions:
● What were the reasons explorers explored?
● Why did Europeans need metals, spices, and silks? (first reason of exploration)
● Why was expanding Christianity so important? (second reason of exploration)
● What was the reason they decided to travel by ocean, not on land?
● What did explorers discover and encounter and what did they do? R
9. Working in cooperative groups, students create a semantic map with a partner (s). R, O
10. Start making a trading card of an explorer. Create a checklist with students. E-2, T, O
11. Students build a timeline by sharing what each student researched with others. R, E-2, O
12. Students develop a voyage plan of "If you were an explorer?" E-2, T, O
13. Students self evaluate their project with a checklist. R, E-2
14. Students answer to the unit objectives: "Why did explorers in Europe explore?" and "When the two different worlds met, what happened to the two worlds?"

W = Help the students know **W**here the unit is going and **W**hat is expected? Help the teacher know **W**here the students are coming from (prior knowledge, interests)?

H = **H**ook all students and **H**old their interest?

E = **E**quip students, help them **E**xperience the key ideas and **E**xplore the issues?

R = Provide opportunities to **R**ethink and **R**evise their understandings and work?

E = Allow students to **E**valuate their work and its implications?

T = Be **T**ailored (personalized) to the different needs, interests, and abilities of learners?

O = Be **O**rganized to maximize initial and sustained engagement as well as effective learning?

Stage 3-Plan Learning Experiences (continued)

Monday	Tuesday	Wednesday	Thursday	Friday
1/ W, H 1. Hook students with the key word, "Exploration". 2. Connect own experience of exploration with the unit.	**2/ E, W** 3. Introduce new vocabulary and unit objectives 4. Explain final project. (Trading card and Explorer's flip book) 5. Vocabulary reinforcement: matching game.	**3/ E, O** 6. Start reading section ① in "AGE OF DISCOVERY" and work on the organizer. 7. Introduce reasoning forms: kara/ dakara in the text and create a reasoning rule chart. 8. Sort Kara/dakara sentences	**4/ E, O** 9. Vocabulary reinforcement: "Fill in the blanks" 10. Read section ② and ⑦in "AGE OF DISCOVERY" and work on the organizer. 11. Introduce pronouns in the text and have students work on "Who is/are she/he/they?"	**5/ E, E-2, O** 12. Vocabulary reinforcement: "Mix and Match". 13. Read section ⑦ in "AGE OF DISCOVERY" and work on the organizer. 14. Reasoning form practice, "Teammates consult". Worksheet will be assessed for the usage of the form.
6/ R 15. Review the text and discuss 3 questions. 16. Create a semantic map.	**7/ E** 17. Assess vocabulary: "True and False"	**8/ E-2, T, O** 18. Introduce 3 different explorers. 19. Create a "Trading card" for one of the explorers.	**9/ E-2, T, O** 20. Continue to work on a "Trading Card"	**10/ E-2, T, O** 21. Continue to work on a "Trading Card" and assess with a checklist 22. Build a timeline by sharing what each student research with others
11/ E-2, T, O 23. Start a project: "If you were an explorer".	**12/ E-2, T, O** 24. Start a project: "If you were an explorer".	**13/E-2, T, O** 25. Start a project: "If you were an explorer".	**14/ E-2, T, O** 26. Start a project: "If you were an explorer".	**15/ E-2, O** 27. Answer unit objectives. Assess students understanding of the objects.

Appendix B

(AGE OF DISCOVERY)

①たんけんする　一ばんのりゆう

　　１５、１６、１７せいき、西ヨーロッパの　**たんけんか**が、**たんけん**をしたのには、二つの**りゆう**が　ありました。さいしょの**りゆう**は、**メタル**、**スパイス**、**シルク**が　**ひつよう**になった から　でした。**メタル**は、お金（かね）をつくるメタルが　なくなってもっと　**ひつよう**に　なった から 、**スパイス**は、たべものを　つくるときと、**ほぞんする**ときに　**ひつよう**になった から （れいぞうこが　なかった から 、スパイスをつかって**ほぞん**しました。）、**シルク**は、ローヤリティーの人たちのふくを　つくるときに**ひつよう**になった から　でした。

②ぼうえきのルート：

Southern Route..........
Middle Route..........
Northern Route..........
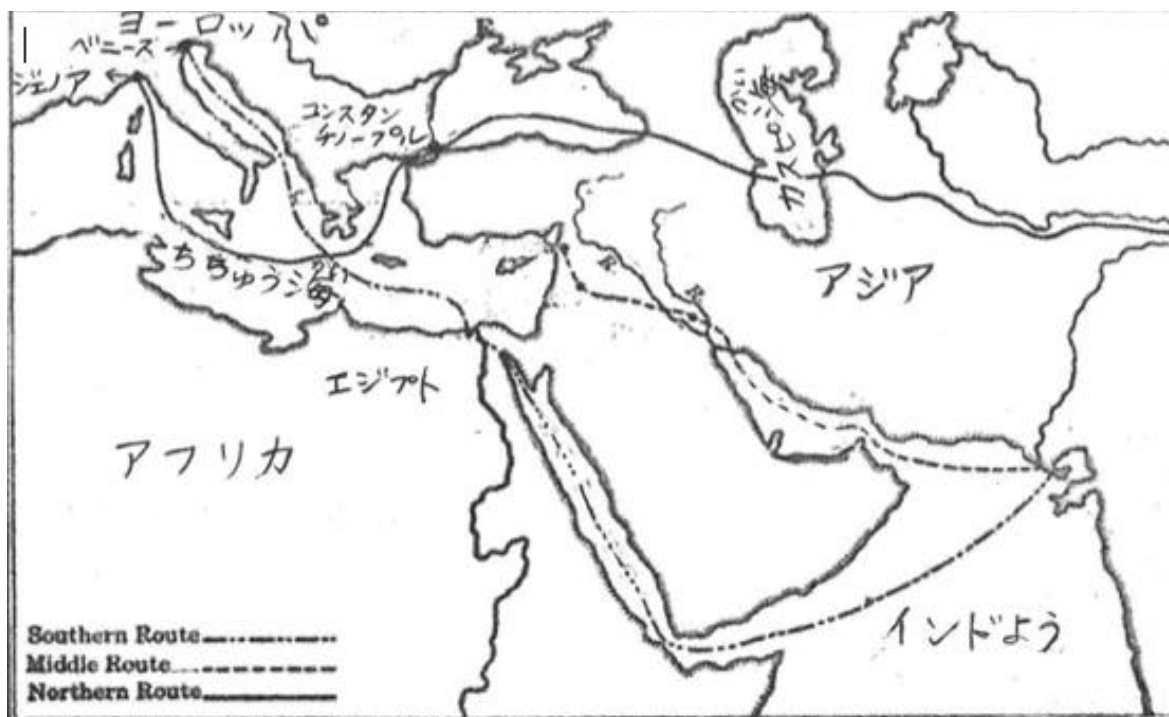
　　ヨーロッパの人は、イタリアの**とし**、ジェノアとベニースから　ちちゅう海をとおって（海のルート）、ターキーのコンスタンチノープルやアラブに　**りょこう**しました。かれら（＝　　　　　　　　）は、ウール、レザー、アイロンで　つくったものをちちゅう海（かい）の東コーストにもってきました。そして、**”きょく東（とう）”**の人びとに**で会い**ました。

　　　"きょく東"からの人たちは、ちゅうごくからのルート：シルクロード（りくの
ルート）をとおって、ちちゅう海に　<u>りょこう</u>しました。かれら
（＝　　　　　　　　　　　　　　　）は、スパイス、ほうせき、シルクを　<u>はこびました</u>。

　　　シルクロードは、とてもあぶない<u>みち</u>でした。ムスリムきょうと　キリストきょ
うの　<u>たたかい</u>が　はじまって、もっと　あぶなくなりました。

　　　<u>二</u>つの<u>しゅうきょう</u>は、エルサレムは　じぶんたちの<u>とち</u>だと　**<u>しゅちょう</u>**し
ました。そして、ヨーロッパの人たちは、キリストきょうの ナイツや　ぐんを　おく
って　ムスリムきょうと　<u>たたかい</u>ました。その<u>たたかい</u>に かった　ムスリムきょう
は、ちちゅう海のみなとを　とりました。<u>ぼうえき</u>をする　人たちは、ちちゅう海から
アジア（りくの<u>み</u>ち）へ行く　ぼうえきのみちが　つかえなくなりまし　　　エルサレム
た。だから、ヨーロッパの人たちは、<u>きょく東</u>に行く　あたらしい海のみちを　さがし
ました。

③<u>たんけんする</u>　二ばんめの<u>りゆう</u>：

　　　ヨーロッパの人たちが、**<u>たんけん</u>**した　二ばんめの**<u>りゆう</u>**は、<u>しゅうきょう</u>で
した。ヨーロッパのキリストきょうの人たちは、　キリストきょうを <u>ひろめる</u>と、<u>かみ</u>
<u>さま</u>が　よろこぶと　<u>思</u>っていました。それと、<u>たんけんか</u>たちは、キリストきょうを
<u>ひろめる</u>と　**<u>やくそくする</u>**と、ガバメントが **<u>たんけん</u>**を　サポートして　お金をくれ
るのを　しっていました。だから、キリストきょうを　<u>ひろめる</u>ことも　しました。

④東から西へ：

　　　１４９７年、ポルトガル海ぐんの、バスコ　ダ　ガマは、**アフリカの東サイド**
を　<u>りょこう</u>して　インドへの あたらしい<u>ぼうえきのみち</u>を　見つけました。その
とき、たくさんのヨーロッパの人たちは、インドようは、たい西ようと　<u>つながってい</u>
<u>ない</u>と　思っていました。１４９９年に　バスコ　ダ　ガマが見つけた <u>みち</u>は、今も
つかわれています。"<u>きょく東</u>"に行く　海のルートを見つけたのは、バスコ　ダ　ガマ
だけです。

　　　あたらしいみちをさがした　ほかの<u>たんけんか</u>は、インドや　ちゅうごくには
行かないで、"<u>新せかい</u>"（＝アメリカ）を　見つけました。

アイディアのこうかんと　ゆうめいなプリンス

　　ムスリムきょうは、たんけんするときに、たいようと ほしを　つかって　ふねが、どこにいるか　わかる　ギリシャの人が、<u>**はつめいした**</u>　どうぐを　見つけました。ヨーロッパのたんけんかは、このどうぐをつかって　海を<u>たんけん</u>しに　行きました。

　　１４１５年、ポルトガルの<u>ゆうめい</u>な プリンスは、アフリカに　行きました。そこで、金とシルバーを　<u>**はっけん**</u>しました。ポルトガルを　リッチなくに　にするため、海のルートをつかって　アフリカをもっと　たんけんしたいと　思いました。かれ（＝　　　　　　　　　　　　　）は、ポルトガルにかえって、海でふねが　どこにいるかがわかる<u>どうぐ</u>を　べんきょうする　がっこうを　つくりました。これは、海を<u>たんけんする</u>のに　とてもたいじでした。

　　ヨーロッパのくには、つよいふねと、スキルフルな人びとが　たくさんいた $\boxed{\text{から}}$ 海から あたらしい<u>とち</u>を　さがすことが　とてもじょうずでした。

　　１４００年のおわりまでに、ヨーロッパの人は、<ruby>新<rt>しん</rt></ruby><u>**はっけん**</u>をする　アドベンチャーの じゅんびが　できました。でも、おなじとき、アメリカの<u>せんじゅうみん</u>は、これから　何がはじまるか　しりませんでした。ヨーロッパの<u>**たんけんか**</u>と　<u>で会う</u>　じゅんびが　できて　いませんでした。

Appendix C

Christopher Columbus

クリストファー　コロンバスは、１４５１年に　イタリアでうまれました。五人兄弟の　一ばん上でした。コロンバスは、海がだいすきでした。とてもだいじな海のみなと（ポート）、ジェノアに　すんでいました。

おとなになったとき、**きょく東**にある　スパイスとうにいく、みじかいルートを　見つけたくて、**さいしょ**　イタリアの王さまのところにいって　そのアイディアを　はっぴょうしました。でも、イタリアは、ふるいぼうえきのルートを　つかっていて、そのアイディアが　いいと思いませんでした。

つぎに、コロンバスは、ポルトガルにいって　ポルトガルで　スポンサーシップを　さがしました。でも、見つかりませんでした。**そのあと、**スペインにいって、やっと　スペインの王さまから　スポンサーシップをもらいました。

コロンバスは、ぜんぶで四かい　**りょこう**しました。１４９２年、スペインをしゅっぱつして　しんせいかいのバハマに　とうちゃくしました。　**かれ**（　　　　　　　　）は、きょく東のインディアのちかくの　スパイスとうに　とうちゃくしたと思っていました。**だから**、そこにいた　せんじゅうみんを、インディアンとよびました。１４９３年、　コロンバスは、スペインに　　　　かえりました。

そのあと、１４９３年に　コロンバスは、プエルトリコなどの　しまを　**たんけん**して、スペインにもって　かえるものを　さがしました。１４９６年スペインにかえりました。そのあと、１４９８年に　たくさんのしまに　行きました。きれいなしまに　びっくりしました。でも　**かれ**（　　　　　　　　　　）は、せんじゅうみんに　やさしくありませんでした。

　　　コロンバスは、<u>せんじゅうみん</u>を　スレーブにして、<u>金</u>や　いい<u>石</u>を　さがすた めに　たくさん<u>はたらかせました</u>。<u>せんじゅうみん</u>は、おこって　<u>たたかい</u>を　はじめ ました。コロンバスは、スペインに　たすけをおねがいしました。　でも　スペインか らきた　ジャッジは、しまにきて、コロンバスを　ジェイルにいれました。コロンバス が、スペインにかえったあと、クイーンは、コロンバスをフリーにしました。

　　　１５０２年、コロンバスは、**さいごの**<u>**りょこう**</u>を　しました。でも　たくさん のスパイス、金やぎんは、見つかりませんでした。だから、１５０４年に　スペインに かえってきました。

かれ（　　　　　　　　　）は、ずっとスパイスとうに行く　<u>西</u>の海のルートを　見つけ た と　思っていました。**そして、１５０６年に　しにました。**

Francisco Pizarro

フランシスコ　ピザロは、１４７０<u>年</u>にスペインで　うまれました。**かれ**

（　　　　　　　　　）は、小さいとき、よむことと、

　書くことが　できませんでした。かれのお<u>父</u>さんは、へいたいで　フランスと

<u>たたかい</u>ました。ピザロは、<u>**しんせかい**</u>のアドベンチャーに　<ruby>行<rt>い</rt></ruby>きたいと<u>思</u>いました。**そして、**１５０９年に、ほかの<u>**たんけんか**</u>と　いっしょに　スペインからセントラルアメリカに　<u>**たんけん**</u>に　行きました。

　ピザロは、インカの<u>人</u>びとがすむ　ペルーのアンデス山みゃくに　<u>何</u>か　すごいものがあると　きいて　**そこ**（　　　　　　　　　　　　　）に行きたいと　思っていました。インカていこくは、とても<u>大</u>きくて、<u>北</u>から<u>南</u>まで　３、０００マイルありました。７年かん、ピザロは、インカていこくを　さがして　セントラルアメリカを<u>**たんけん**</u>しました。

　１５２２年、パナマにいた　<u>二</u>つのスペインのグループに　ジョインしました。**かれら**（　　　　　　　）は、インカていこくを　さがして金をとる　よていをしました。ピザロたちは、１５２４年と１５２６年に　<u>**たんけん**</u>しました。でも　<u>二</u>かいともインカていこくを　<u>見</u>つけることが　できませんでした。

　１５２８年、ピザロは、スペインにかえって、<ruby>王<rt>おう</rt></ruby>さまにサポートを　おねがいしました。王さまからサポートを　もらったピザロは、１５３０年にパナマに　行きました。そして、ヘルナンド　デ　ソトといっしょに　すばらしいインカの<u>みち</u>と　<u>はし</u>を見て　<u>**りょこう**</u>しました。

　１５３２年、ピザロとデ　ソトは、インカのカンザマルカと　いう　<ruby>名前<rt>なまえ</rt></ruby>の<u>とし</u>に　<u>とうちゃく</u>しました。

そこ（　　　　　　　　）インカのミリタリーのリーダーがいる　<u>とし</u>　でした。ピザロは、インカの王さまを　だまして、たくさんのインカのへいたいを　ころしました。**かれ**（　　　　　　　　）は、リーダーやインカの人を　ホステージにして、たくさんの金や　ぎんを　とりました。**そのあと**、王さまや　ほかのホステージを　　ころしました。そして　インカていこくは、なくなってしまいました。スペインはリッチでとてもつよい　くに　になりました。

　　　インカの<u>しゅと</u>のクスコを　こわした**あと**、ピザロは、リマと　いう　<u>とし</u>を見つけました。**そして**もっと　金やぎんを　とるために、**そこ**（　　　　　　　　）にいた　　　　ちがうスペインの　グループと　　<u>たたかい</u>ました。**でも**、１５４１年、ピザロはペルーで　ほかのスペインの<u>たんけんか</u>のグループに　ころされました。

Hernando Cortes

エルナン　コルテスは、１４８５年に　スペインで　　うまれました。**かれ**

（　　　　　　　　　　）は、小さいとき　クリストファーコロンバスみたいに　なりたいと

思いました。スペインのだいがくに　行きました。１５１１年、スペインの **たんけん**

かの　グループに　はいって、キューバに　行きました。

　　　１５１９年、コルテスは、メキシコに行きました。**かれ**（　　　　　　　　　　）

は、１０のふねと、５５０人のスペイン人、３００人のせんじゅうみん、１３のうま

と、１０のカヌーと　**りょこう**しました。そして　せんじゅうみんと　たたかいまし

た。せんじゅうみんは、スペイン人のうまと　ガンを　こわいと思いました。だから

たたかわないで、たくさんのせんじゅうみんが、スレーブになりました。

　　　コルテスは、アステカのてきだった　せんじゅうみんと　なかよくなりまし

た。アステカのメッセンジャーが、コルテスに　会いにきたとき、コルテスは、金はあ

るか　ききました。そして、かれ（　　　　　　　　　　）は、心ぞうのびょうきは、　金で

なおすことができると　うそを言って　王さまをだましました。

　　　１５１９年１１月、６，０００人のせんじゅうみんと　　４５０人のスペイ

ン人は、きれいな　みずうみの上にある　メキシコのとし（テノチトラン）に　きまし

た。アステカの王さまは、コルテスにとても　しんせつでした。でもコルテスは、アス

テカの王さまを　プリズンにいれたり、人をころしたり　しました。たくさんの金も

とりました。そして、スペインの王さまを　よろこばせました。コルテスは、リッチに

なった**あと**、アステカの王さまを　ころしました。

　　　コルテスは、１５２１年アステカを　とりました。

　　それから２年、１５２３年に　ぜんぶのメキシコは、スペインが　とりまし

た。たくさんのせんじゅうみんが　しにました。コルテスは、アステカがつかった　お

てらや　かみさまのスタチューを　たくさん　こわしました。そして、キリストきょう
のスタチューを　つくりました。**かれ**（　　　　　　　　　）は、１５４０年にスペイン
にかえって、１５４７年に　しにました。

Appendix D

私のじしょ　　社会

ことば 言葉＿＿＿＿＿＿＿＿＿＿＿＿ せつめい＿＿＿＿＿＿＿＿＿＿ ぶん え	ことば 言葉＿＿＿＿＿＿＿＿＿＿＿＿ せつめい＿＿＿＿＿＿＿＿＿＿＿ ぶん え
ことば 言葉＿＿＿＿＿＿＿＿＿＿＿＿ せつめい＿＿＿＿＿＿＿＿＿＿ ぶん え	ことば 言葉＿＿＿＿＿＿＿＿＿＿＿＿ せつめい＿＿＿＿＿＿＿＿＿＿＿ ぶん え
ことば 言葉＿＿＿＿＿＿＿＿＿＿＿＿ せつめい＿＿＿＿＿＿＿＿＿＿ ぶん え	ことば 言葉＿＿＿＿＿＿＿＿＿＿＿＿ せつめい＿＿＿＿＿＿＿＿＿＿＿ ぶん え

私のじしょ／**My dictionary**　社会 **(Social Studies)**

_{ことば}
言葉/Words_____

せつめい/ Definition_____

ぶん/ Sentence

え/ Picture:

_{ことば}
言葉/Words_____

せつめい/ Definition_____

ぶん/ Sentence

え/ Picture:

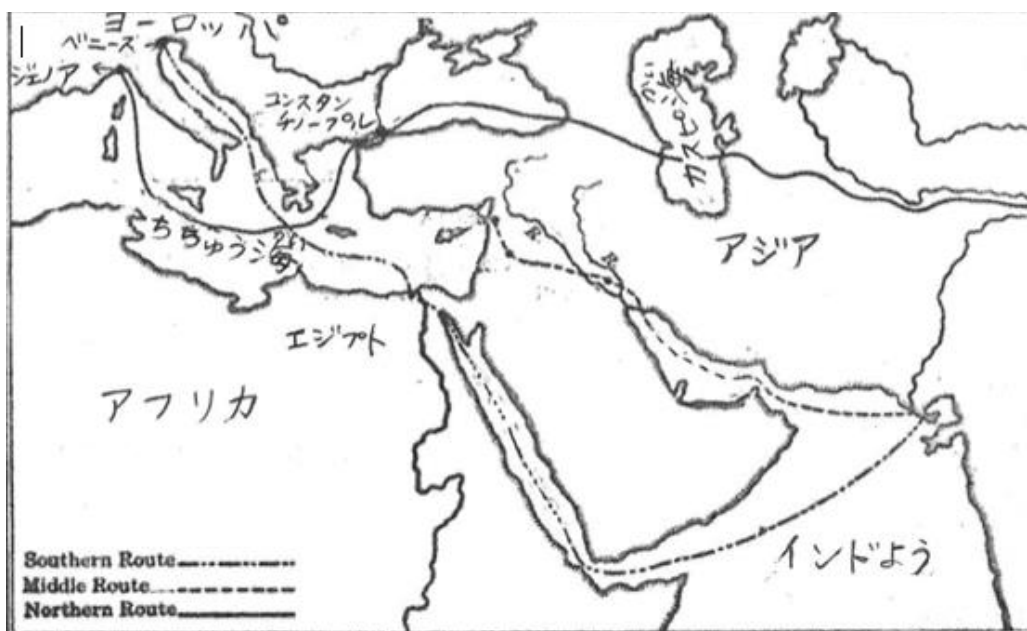---

_{ことば}
言葉/Words_____

せつめい/ Definition_____

ぶん/ Sentence

え/ Picture:

_{ことば}
言葉/Words_____

せつめい/ Definition_____

ぶん/ Sentence

え/ Picture:

_{ことば}
言葉/Words_____

せつめい/ Definition_____

ぶん/ Sentence

え/ Picture:

_{ことば}
言葉/Words_____

せつめい/ Definition_____

ぶん/ Sentence

え/ Picture:

Appendix E

＜①<u>たんけんする</u>　一ばんの<u>りゆう</u>＞

メタル	スパイス	シルク
え：	え：	え：
お金（　　）つくる ＿＿＿＿＿がなくなって ひつようになった から 。	＿＿＿＿＿（　　） ＿＿＿＿＿ときと ＿＿＿＿＿するときに ひつようになった から 。	＿＿＿＿＿＿＿＿＿ （　　）つくるときに ひつようになった から 。

＜②ぼうえきのルート＞

- ヨーロッパの人は、＿＿＿＿＿、＿＿＿＿＿、＿＿＿＿＿をもってきました。
- <u>きょく東</u>（＝　　　　　　　　　　　　　　　）の人
  は、＿＿＿＿＿、＿＿＿＿＿、＿＿＿＿＿を　はこびました。
- <u>きょく東</u>の人が、つかったルートの名前は、＿＿＿＿＿＿＿です。

- ＿＿＿＿＿＿と＿＿＿＿＿＿は、
  エルサレムは、じぶんの<u>とち</u>だと　<u>しゅちょう</u>して　<u>たたかい</u>ました。

- たたかいにかった ＿＿＿＿＿＿＿＿＿＿＿＿は、きょく東に行く　りくのみちを とって、ヨーロッパの人は、シルクロードが　つかえなくなりました。だから、＿＿ ＿＿＿＿＿＿＿＿＿のみちを　さがしました。

＜③たんけんする　二ばんめのりゆう＞

- たくさんの人を＿＿＿＿＿＿＿＿＿＿＿＿にする　ためです。

＜④東から西へ＞

- バスコ　ダ　ガマは、＿＿＿＿＿＿＿＿＿人で、＿＿＿＿＿＿＿＿＿＿を　り ょこうしました。きょく東（　　）行く、海のみちです。
- ほかのたんけんかは、＿＿＿＿＿＿＿＿＿を　見つけました。

＜アイディアのこうかんと　ゆうめいなプリンス＞

- 新^{しん}せかいは、＿＿＿＿＿＿＿＿＿で　ふるいせかいは、＿＿＿＿＿＿＿＿＿で す。
- ポルトガルのプリンスは、アフリカ（　　）＿＿＿＿＿＿と＿＿＿＿＿＿をはっ けんました。海のルート（　　）つかって、じぶんのくにを　もっと ＿＿＿＿＿＿にしたい　と思いました。
- プリンスは、ポルトガルにかえって、＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿ ＿＿＿＿＿＿のべんきょうをする　がっこう（　　）　つくりました。
- ヨーロッパの人たちは、＿＿＿＿＿＿＿＿＿と＿＿＿＿＿＿＿＿＿が　たくさ んいて　海からあたらしい＿＿＿＿＿をさがすのが、とてもじょうずでした。

Appendix F

せんがひいてある　かんじの　よみかたを　書きなさい。そして、（　　　）にはいる
言ばを　しかくから　えらんで　書きなさい。

Please write how to read Kanji with a line and choose right words from the box to fill in the blanks.

1. 私の弟は、おじさんの　ひろいにわに、何があるか　しりたかったから

（　　　　　　　　　）することに　しました。

When I wanted to know what my uncle has in his big yard, I decided to (　　　　) his yard.

2. アラスカの人は、サーモンを　スモークして（　　　　　　　　　）します。そして、

ふゆも　たべます。

Many Alaskans smoke salmon to (　　　　) so that they can eat them throughout the year.

3. ともだちは、ぼくのもっている　ペンは、じぶんのだと（　　　　　　　　　）して

一人にして　くれません。

My friend (　　　　) the mechanical pencil I have is his and doesn't leave me alone until I

give it to him.

4. ハイキングコースで　お母さんくまと　こぐまに（　　　　　　　　　）ました。だか

らしずかに　にげました。

When I went on a hike, we (　　　　) a mama bear and a cub, so we quietly walked away.

5. ダイバーは、海のそこから　あたらしい魚を（　　　　　　　　　）しました。

The diver (　　　　) a new kind of fish in the bottom of the ocean.

6. かぜをひいて　ねつがでた（　　　　　　　　　　）は、さむいときに、はんそでで、そとで　あそんでいた から だと　思います。

I think the (　　　　　　　) I have a cold and fever is I played outside in half sleeves when it was cold.

7. むかし、でんわも　インターネットも　ありませんでした。アイディアとパッションが　あった人が　（　　　　　　　　　）しました。

There were no phones and internets long time ago, they are all (　　　　　　) by people who had ideas and passions to create something new.

8. たくさんのアラスカの人は、ふゆに　あたたかところに　（　　　　　　　　　）に行きます。

Many people in Alaska (　　　　　　) to warm places in winter.

りょこう／ほぞん／で会い／しんはっけん／りゆう／しゅちょう/はつめい／たんけん
travel/ preserve/ encountered/ discovered/ reason/ claim/ invented/ explore

---

Appendix G

たんけんする	●	●	
ほぞんする	●	●	
出会う／会う	●	●	
りょこうする	●	●	
しゅちょうする	●	●	
とち	●	●	すしがすきなりゆう： 1. 魚がすきだから 2. 日本がすきだから 3. おいしいから
しんはっけん	●	●	
りゆう	●	●	
はつめいする	●	●	

上からことばを二つえらんで、じぶんのぶんをつくって　下に書いてください。

●

●

たんけんする
Explore ●   ●
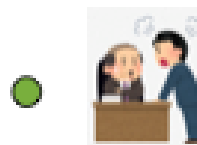
ほぞんする
Preserve ●   ●

出会う／会う
Encounter ●   ●

りょこうする
Travel ●   ●

しゅちょうする
Claim ●   ●

とち
Land ●   ●

すしがすきなりゆう：
1. 魚がすきだから
2. 日本がすきだから
3. おいしいから

しんはっけん
Discover ●   ●

りゆう
Reason ●   ●

はつめいする
Invent ●   ●

上からことばを二つえらんで、じぶんのぶんをつくって　下に書いてください。 Pick two words and make your own sentences.

●

●

Appendix H

４がっき社会　マッチング１

たんけんする ●	● どうして？の　こたえ
ほぞんする ●	● つよく言うこと
で会う ●	● ながいあいだ　そのままに　できること
しゅちょうする ●	● 見つけること
りゆう ●	● あたらしいもの／ほしいものを　さがして　どこかにいくこと
はつめいする ●	● しらないで　何かに　会うこと
りょこうする ●	● ヨーロッパのくに
しんはっけん ●	● アメリカ
きょく東 ●	● ないものを　あたらしく　つくること
しんせかい ●	● ほかのばしょに　いくこと
ふるいせかい ●	● アジアのエリア

Vocabulary matching 1

たんけんする ●
Explore

ほぞんする ●
Preserve

で会う ●
Encounter

しゅちょうする ●
Claim

りゆう ●
Reason

はつめいする ●
Invent

りょこうする ●
Travel

しんはっけん ●
Discovery

きょく東 ●
Far East

しんせかい ●
New World

ふるいせかい ●
Old World

● どうして？の　こたえ
The answer of why?

● つよく言うこと
To say something strongly

● ながいあいだ　そのままに
できること
To be able to keep as it is
for a long time

● 見つけること
To find something

● あたらしいもの／ほしいものを
さがして　どこかにいくこと
To go to places to look for
something new or what you want

● しらないで　何かに　会うこと
To meet something without knowing

● ヨーロッパのくに
Countries in Europe

● アメリカ
The U.S.A

● ないものを　あたらしく
つくること
To make something new

● ほかのばしょに　いくこと
To go to different places

● アジアのエリア
Area in Asia

4がっき社会　マッチング2

で会う　●　　　　　　　|　　●　ながいあいだ
　　　　　　　　　　　　　　　　　　　キープすること

りゆう　●　　　　　　　　　●　よそうしないで　会うこと

たんけんする　●　　　　　　●　どこかにいって　何かを
　　　　　　　　　　　　　　　　　さがしたり、見つけること

しんせかい　●　　　　　　　●　どうしてそうなったの　こたえ

ほぞんする　●　　　　　　　●　ひこうきやくるまで　どこかにいって
　　　　　　　　　　　　　　　　　たのしむこと

はつめいする　●　　　　　　●　スペイン、ポルトガル、イギリスが
　　　　　　　　　　　　　　　　　ある　たいりく

りょこうする　●　　　　　　●　じぶんの思うことを
　　　　　　　　　　　　　　　　　つよく　言うこと

しゅちょうする　●　　　　　●　ヨーロッパの人がいった
　　　　　　　　　　　　　　　　　あたらしいばしょ

きょく東　●　　　　　　　　●　あたらしいものを
　　　　　　　　　　　　　　　　　見つけること

しんはっけん　●　　　　　　●　ものをじぶんで
　　　　　　　　　　　　　　　　　あたらしく　つくること

ふるいせかい　●　　　　　　●　ヨーロッパから東の　エリア

Vocabulary matching 2

で会う
Encounter

ながいあいだ
キープすること
To be able to keep for a long time

りゆう
Reason

よそうしないで　会うこと
To meet without expected

たんけんする
Explore

どこかにいって　何かを
さがしたり、見つけること

To go to places to look for
something new or what you want

しんせかい
New World

どうしてそうなったの　こたえ
The answer of why it happens

ほぞんする
Preserve

ひこうきやくるまで　どこかにいって
たのしむこと

To go somewhere by a car or
a plane and have fun

はつめいする
Invent

スペイン、ポルトガル、イギリスが
ある　たいりく
Continent where Spain, Portugal, and
England are

りょこうする
Travel

じぶんの思うことを
つよく　言うこと
To say strongly what you think

しゅちょうする
Claim

ヨーロッパの人がいった
あたらしいばしょ
New place where European went

きょく東
Far East

あたらしいものを
見つけること
To find something new

しんはっけん
Discovery

ものをじぶんで
あたらしく　つくること
To create something new

ふるいせかい
Old World

ヨーロッパから東の　エリア
East side of Europe

4がっき社会　マッチング3

左	右
で会う ●	● ヨーロッパの人が たんけんした　くに
はつめいする ●	● しらないばしょにいって そこで　しらべたり （データーをあつめて べんきょうする）すること
たんけんする ●	● あるばしょで いっしょになること
しんせかい ●	● 今はない、アイディアを つかって　なにかつくること
ほぞんする ●	● どうしてを せつめいすること
きょく東 ●	● スキルフルな人と つよいふねを　もっていた エリア
ふるいせかい ●	● 家から出て とおくに　行くこと
しゅちょうする ●	● ヨーロッパから見て 東の　エリア
りゆう ●	● スモークしたり、しおをつかって たべものが　ながくたべれるように すること
しんはっけん ●	● じぶんの言うことを ほかの人に　つよく せつめいすること
りょこうする ●	● しらないものを 見つけること

Vocabulary matching 3

で会う
Encounter

はつめいする
Invent

たんけんする
Explore

しんせかい
New World

ほぞんする
Preserve

きょく東
Far East

ふるいせかい
Old World

しゅちょうする
Claim

りゆう
Reason

しんはっけん
Discovery

りょこうする
Travel

ヨーロッパの人が
たんけんした　くに
Countries where Europeans explored

しらないばしょにいって
そこで　しらべたり
（データーをあつめて
べんきょうする）すること
To go to somewhere you have never
been to research something

あるばしょで
いっしょになること
To meet somewhere accidentally

今はない、アイディアを
つかって　なにかつくること
To create something with the idea
which does not exist

どうしてを
せつめいすること
To explain why

スキルフルな人と
つよいふねを　もっていた
エリア
The area where had skill full people
and strong ships

東から出て
とおくに　行くこと
To go far from a home

ヨーロッパから見て
東の　エリア
East side from Europe

スモークしたり、しおをつかって
たべものが　ながくたべれるように
すること
To keep food long by smoking
or using salt

じぶんの言うことを
ほかの人に　つよく
せつめいすること
To explain what you think strongly

しらないものを
見つけること
To find something you don't know

Appendix I

ミックスアンドマッチ

しんせかい	ふるいせかい
しゅちょう	りょこう
たんけん	ほぞん
りゅう	はっけん
はつめい	で会う

あたらしいせかい アメリカのこと	ヨーロッパのこと
じぶんの思うことを つよく　言うこと	くるまや　ひこうきで どこかに　いくこと
ほかのばしょに　いって あたらしいもの／ほしいものを さがしに　いくこと	ながい　あいだ そのままに　できること
どうして？の こたえ	みつけること
あたらしく　何かを つくること	しらないで　会うこと

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Mix and Match

しんせかい New World	**ふるいせかい** Old World
しゅちょう Claim	**りょこう** Travel
たんけん Explor	**ほぞん** Preserve
りゆう Reason	**はっけん** Discover
はつめい Invent	**で会う** Encounter

あたらしいせかい アメリカのこと **Countries in North and South America**	ヨーロッパのこと **Europe**
じぶんの思うことを つよく　言うこと **To say what you think strongly**	くるまや　ひこうきで どこかに　いくこと **To go to somewhere with a car or plane**
ほかのばしょに　いって あたらしいもの／ほしいものを さがしに　いくこと **To go to places to look for something new or what you want**	ながい　あいだ そのままに　できること **To be able to keep for a long time**
どうして？の こたえ **The answer of why**	みつけること **To find something**
あたらしく　何かを つくること **To create something new**	しらないで　会うこと **To meet someone by chance**

Appendix J

１．**たんけんか**は、ずっと家のなかにいることがすきです。

　　　　　　ほんとう　　　　　うそ

どうして？

２．**ほぞんしょく（ほぞんされた　たべもの）**は、エマージェンシーのときに　だいじです。

　　　　　　ほんとう　　　　　うそ

どうして？

３．てぶくろをみつけた　ぼくのともだちは、"わからないけど、これは、たぶんぼくのだと　思う"と**しゅちょう**しました。

　　　　　　ほんとう　　　　　うそ

どうして？

４．私とともだちは、どうぶつに**出会う**ために、どうぶつえんに　いきました。

　　　　　　ほんとう　　　　　うそ

どうして？

５．スペイン人は、アステカをたんけんして、たくさんのコーデックスを　**はっけん**しました。

　　　　　　ほんとう　　　　　うそ

どうして？

６．**りょこう**がすきな人は、いろいろなばしょにいって、そのばしょの　たべものをたべたり、そのばしょで　できることをすることを　たのしみます。

　　　　　　ほんとう　　　　　うそ

どうして？

７．私が、日本に行きたい**りゆう**は、日本語のべんきょうを　していて、日本のこと
をもっと　しりたいからです。

　　　　　　　ほんとう　　　　　　うそ

どうして？

８．**はつめい**することがすきな人は、あたらしいことを　トライすることが、きらい
です。

　　　　　　　ほんとう　　　　　　うそ

どうして？

True or False

１．たんけんかは、ずっと家のなかにいることがすきです。
Explorers love to stay at home.
　　　　　　　ほんとう　　　　　　うそ
　　　　　　　　True　　　　　　　False
どうして？
Why?

２．ほぞんしょく（ほぞんされた　たべもの）は、エマージェンシーのとき　に　だいじです。
Preserved food is important for emergency.
　　　　　　　ほんとう　　　　　　うそ
　　　　　　　True　　　　　　　　False
どうして？
Why?

３．てぶくろをみつけた　ぼくのともだちは、"わからないけど、これは、たぶんぼくのだと　思う"と**しゅちょう**しました。
When my frined found gloves, he claimed that " I'm not sure, but I think this is mine".

　　　　　　　ほんとう　　　　　　うそ
　　　　　　　True　　　　　　　　False
どうして？
Why?

４．私とともだちは、どうぶつに**出会う**ために、どうぶつえんに　いきました。
I and my friends went to a zoo to encounter animals.
　　　　　　　ほんとう　　　　　　うそ
　　　　　　　True　　　　　　　　False
どうして？
Why?

５．スペイン人は、アステカをたんけんして、たくさんのコーデックスを　**はっけん**しました。
Spanish explored Aztec and discovered many history books called CODEX.
　　　　　　　ほんとう　　　　　　うそ
　　　　　　　True　　　　　　　　False
どうして？
Why?

６．りょこうがすきな人は、いろいろなばしょにいって、そのばしょの　たべものを
たべたり、そのばしょで　できることをすることを　たのしみます。

People who love to travel enjoy the food and what they can do there.

ほんとう　　　　　　うそ
True　　　　　　　　False

どうして？
Why?

７．私が、日本に行きたいりゆうは、日本語のべんきょうを　していて、日本のこと
をもっと　しりたいからです。

The reason I want to go to Japan is I want to learn more about Japan.

ほんとう　　　　　　うそ
True　　　　　　　　False

どうして？
Why?

８．はつめいすることがすきな人は、あたらしいことを　トライすることが、きらい
です。

People who likes to invent do not like to try something new.

ほんとう　　　　　　うそ
True　　　　　　　　False

どうして？
Why?

Appendix K

四がっき：社会／理科の　言ば

パートナーと　じゅんばんに　十こ社会／理科の言ばを　えらんで、下の１）から１０）に　言ばと　いみを　書いてください。おわったら、ちがうパートナーと　どの言ばをえらんだか、くらべてください。

＊＊ない言ばは　書いて、あった言ばは　✔　を書いてください。

たとえば）、＿＿＿＿りゆう　／　どうしての　こたえ＿＿＿＿

１）、＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

２）、＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

３）、＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

４）、＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

５）、＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

６）、＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

７）、＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

８）、＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

９）、＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

１０）、＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

四がっき：社会と理科の　言ば

Q4: Social Studies and Science vocabulary

パートナーと　じゅんばんに　十こ社会／理科の言ばを　えらんで、下の１）から１０）に
言ばと　いみを　書いてください。おわったら、ちがうパートナーと　どの言ばをえらんだ
か、くらべてください。

Take turns with your partner and choose 10 Social Studies and Science vocabulary words. Write the word
and the definition below. Share what you have with another group.

＊＊ない言ばは　書いて、あった言ばは　✓　を書いてください。

"" If you don't have a word the other group gives you, write down the word and the definition. If you
have the word, write a check mark next to the word.

たとえば:　　りゆう　／　どうしての　こたえ
For example:　　Reason / Answers of why

1）、_____

2）、_____

3）、_____

4）、_____

5）、_____

6）、_____

7）、_____

8）、_____

9）、_____

10）、_____

Appendix L

言葉のパズル

あ	ゃ	あ	ま	き	う	ぴ	え	お	ぼ	い	せ	み	か	で
が	き	け	え	こ	え	ん	り	ょ	こ	う	ん	ぷ	あ	つ
て	ょ	な	む	と	す	う	ょ	い	な	な	じ	う	ね	り
き	く	は	ら	し	き	へ	ぼ	ま	が	み	ゅ	め	ゆ	や
れ	と	よ	ぞ	ら	ん	る	れ	ろ	い	わ	う	う	り	か
い	う	ず	い	ろ	ほ	ぞ	ん	ち	か	し	み	ゃ	な	は
し	ん	は	っ	け	ん	い	か	も	い	ろ	ん	し	ち	お
に	か	ひ	う	し	ろ	ふ	い	い	り	く	ぞ	ぶ	す	め
ぶ	い	ゅ	ふ	ち	る	ゆ	る	か	し	ゅ	ち	ょ	う	い
お	れ	ち	じ	い	が	て	ぐ	ん	め	え	む	れ	え	ひ
べ	こ	そ	せ	り	ゆ	い	う	け	も	か	で	ろ	を	つ
う	も	か	ま	ふ	か	な	つ	ん	ゅ	さ	ん	い	え	よ
か	い	だ	み	せ	ぎ	に	て	た	た	か	き	め	ど	う
た	ゆ	ぜ	ん	き	ん	ぬ	と	ち	な	う	け	つ	ん	う
た	い	し	め	の	ょ	ね	き	ら	ぜ	の	こ	は	し	た

1	ぼうえさ	10	むら	19	きょく東
2	ひつよう	11	ぶぞく	20	しんせいかい
3	たたかう	12	せんじゅうみん	21	ふるいせかい
4	とち	13	たんけんか		
5	であう(会う)	14	ほぞん		
6	りょこう	15	しゅちょう		
7	のうか	16	しんはっけん		
8	かり	17	りゆう		
9	せんぞ	18	はつめい		

言葉のパズル
Word puzzle

Q３アメリカのせんじゅうみん (Q3 Native Americans)
Q４しんせかいのたんけんか (Q4 Exploration and Encounters)

あ	ゃ	あ	ま	き	う	び	え	お	ぼ	い	せ	み	か	で
が	き	け	え	こ	え	ん	りょ	こ	う	ん	ぶ	あ	ね	つ
て	ょ	な	む	と	す	う	ょ	い	な	な	じ	う	ね	り
き	く	は	ら	し	き	へ	ぼ	ま	が	み	ゅ	め	ゆ	や
れ	と	よ	ぞ	ら	ん	る	れ	ろ	い	わ	う	う	り	か
い	う	ず	い	ろ	ほ	ぞ	ん	ち	か	し	み	ゃ	な	は
し	ん	は	っ	け	ん	い	か	も	い	ろ	ん	し	ち	お
に	か	ひ	う	し	ろ	ふ	い	い	り	く	ぞ	ぶ	す	め
ぶ	い	ゅ	ふ	ち	る	ゆ	る	か	し	ゅ	ち	ょ	う	い
お	れ	ち	じ	い	が	て	ぐ	ん	め	え	む	れ	え	ひ
べ	こ	そ	せ	り	ゆ	い	う	け	も	か	で	ろ	を	つ
う	も	か	ま	ふ	か	な	つ	ん	ゅ	さ	ん	い	え	よ
か	い	だ	み	せ	ぎ	に	て	た	た	か	き	め	ど	う
た	ゆ	ぜ	ん	き	ん	ぬ	と	ち	な	う	け	つ	ん	う
た	い	し	め	の	ょ	ね	き	ら	ぜ	の	こ	は	し	た

1 ぼうえき trade	10 むら village	19 きょく東 far east
2 ひつよう necessary	11 ぶぞく tribe	20 しんせいかい new world
3 たたかう fight	12 せんじゅうみん Indians	21 ふるいせかい old world
4 とち land	13 たんけんか explorer	
5 であう(会う)encounter	14 ほぞん preserve	
6 りょこう travel	15 しゅちょう claim	
7 のうか farmer	16 しんはっけん new discovery	
8 かり hunting	17 りゆう reason	
9 せんぞ ancestor	18 はつめい invent	

Appendix M

Semantic vocabulary map
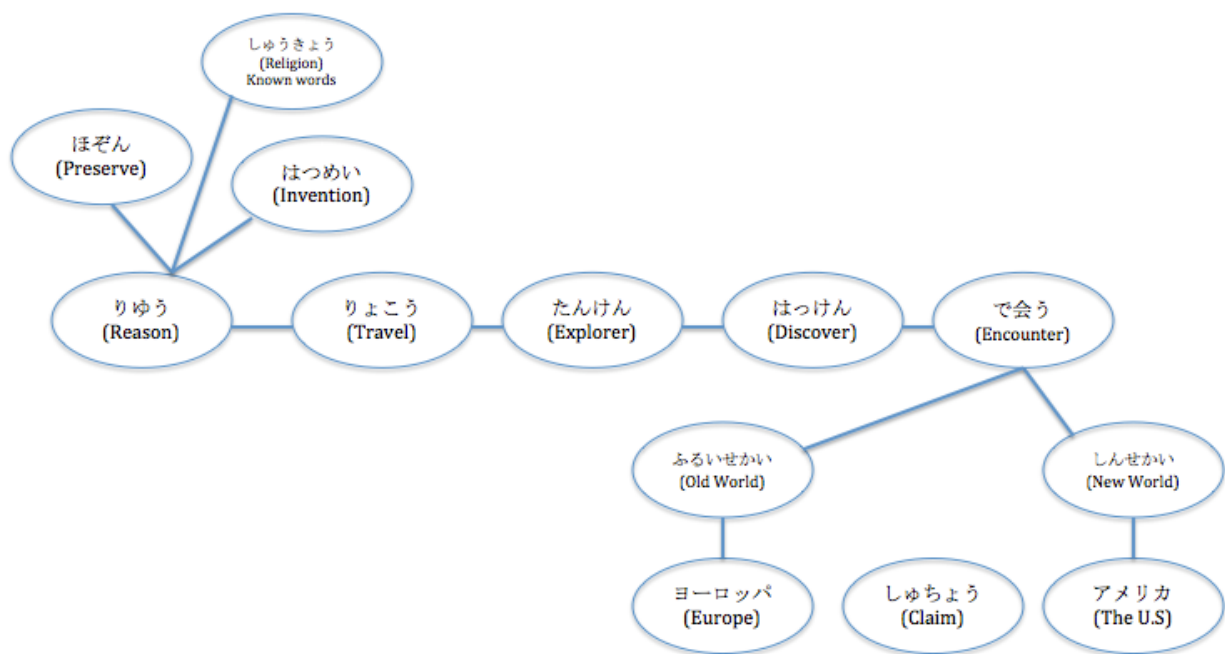
Appendix N

下のことばのいみを　あからくから　えらんで　（　　　）に　書きなさい。

一 : たんけんする　（　　　　　）

二 : で会あう　（　　　　　）

三 : しんはっけん　（　　　　　）

四 : ほぞんする（　　　　　）

五 : しゅちょう（　　　　　）

六 : はつめいする　（　　　　　）

七 : きょく東とう　（　　　　　）

八 : りょこう　（　　　　　）

九 : りゆう　（　　　　　）

十 : ひつよう（　　　　　）

十一 : しんせかい（　　　　　）

十二 : ふるいせかい（　　　　　）

十三 : とち　（　　　　　）

あ : あたらしく　見みつけること

い : あたらしいせかい。アメリカのこと。

う : ながいじかん　そのままに　できること

え : どうしてですか？の　こたえ

お : ヨーロッパから　東のエリア、アジアのこと

か : しらないで　会あうこと

き : ないと　だめなもの

く : じぶんの思うことを　つよく　言うこと

け : たんけんかが　すんでいた　ヨーロッパの　こと

こ : ばしょ。せんじゅうみんのばしょを　ヨーロッパの人がとりました。

さ : どこかに　行いって　おとまりをすること

し : どこかに　行って　ほしいもの／あたらしいものを　さがすこと

す : 今、ないものを　あたらしく　つくること

VOCABULARY INSTRUCTION AND EDUCATIONAL MATERIALS

Vocabulary assessment
下のことばのいみを　あからくから　えらんで　（　　　）に　書きなさい。
Choose a definition from the bottom for each word.

　　　一：たんけんする/Explore（　　　　　　）
　　　二：で会う/Encounter（　　　　　　）
　　　三：しんはっけん/New discovery（　　　　　　）
　　　四：ほぞんする/Preserve（　　　　　）
　　　五：しゅちょう/Claim（　　　　　）
　　　六：はつめいする/Invent（　　　　　）
　　　七：きょく東/Far East（　　　　　）
　　　八：りょこう/Travel（　　　　　）
　　　九：りゆう/Reason（　　　　　）
　　　十：ひつよう/Necessary（　　　　　）
　　　十一：しんせかい/New World（　　　　　）
　　　十二：ふるいせかい/Old world（　　　　　）
　　　十三：とち/Land（　　　　　）
　　あ：あたらしく　見つけること
　　　　To find something new
　　い：あたらしいせかい。アメリカのこと
　　　　New world, countries in North and South America
　　う：ながいじかん　そのままに　できること
　　　　To be able to keep for a long time
　　え：どうしてですか？の　こたえ
　　　　The answer of why
　　お：ヨーロッパから　東のエリア、アジアのこと
　　　　Asia, East side from Europe

　　か：しらないで　会うこと
　　　　To meet without expecting
　　き：ないと　だめなもの
　　　　Things you have to have
　　く：じぶんの思うことを　つよく　言うこと
　　　　To say what you believe strongly
　　け：たんけんかが　すんでいた　ヨーロッパの　こと
　　　　Europe area where explorers lived
　　こ：ばしょ。せんじゅうみんのばしょを　ヨーロッパの人がとりました。
　　　　Place. Europeans took over Indian's place

　　さ：どこかに　行って　おとまりをすること
　　　　To go to somewhere and stay over night
　　し：どこかに　行って　ほしいもの／あたらしいものを　さがすこと
　　　　To go to places to look for something new or what you want
　　す：今、ないものを　あたらしく　つくること
　　　　To create something hasn't existed yet

Appendix O

りゆう（　　　　　　　　　　　　　　）を　言うときは、
　　　　〜〜〜〜〜から／だから　を　つかいます。

どうし（アクションの言ば）：
<u>たとえば</u>
たべる（たべた）
よむ（よんだ）

けいようし（ディスクライブする言ば）：
<u>たとえば</u>
すくない
おおい

めいし（なまえ／ばしょ／じかん）：
<u>たとえば</u>

りゆう（　　　　　　　　　　　　　　　）を　言うときは、

〜〜〜〜だから／から　を　つかいます。
When you tell reasons, you use two forms of because: dakara/kara.

どうし（アクションの言ば）：
Verb (action words):

<u>たとえば</u>
<u>For example</u>

たべる/ eat（たべた/ ate）
よむ/ read（よんだ/ read）

けいようし（ディスクライブする言ば）：
Adjective (describing words):

<u>たとえば</u>
<u>For example</u>

すくない/ few
おおい/ many

めいし（なまえ／ばしょ／じかん）：
Noun (name/place/time):

<u>たとえば</u>
<u>For example</u>

Appendix P

から

1. はるがきて　あたたかくなった（　　）雪が　とけた。

2. たくさんかんじの　べんきょうした（　　）かんじのテストが，よくできた。

3. あさ、クッキーを２０こたべた（　　）おなかが、いたいです。

4. チョコレートケーキは、おいしい（　　）だいすきです。

5. コートをきた（　　）あたたかくなった。

6. よくねた（　　）とてもげんきです。

7. そとは、とてもさむい（　　）やすみじかんは、きょうしつの中であそびます。

8. 私は、たくさん　はしった（　　）とても　つかれました。

9. 金曜日は、テストがある（　　）たくさん　べんきょうします。

だから

1. かぜを　ひいた。（　　）がっこうを　やすんだ。

2. きょうしつが、とてもしずか（　　）よくしゅうちゅう　できる。

3. 一年生の　さん数は、すごいかんたん（　　）いっこもまちがえませんでした。

4. シュレスタ先生は、日本人（　　）日本語が　はなせます。

5. よくねた。（　　）とてもげんきです。

6. オーロラが、とてもきれい（　　）フラットトップに　見に行きました。

7. 今日は、マーティンルーサーキングの日（　　）がっこうは、やすみ
です。

8. 金曜日は、テストがある。（　　）たくさん　べんきょうします。

から(Sentences with **kara**/ because)

1. はるがきて　あたたかくなった（　　）雪が　とけた。
   Spring has come　（　　）the snow melted.

2. たくさんかんじの　べんきょうした（　　）かんじのテストが, よくできた。
   I studied Kanji a lot　（　　）I did a good job on the Kanji test.

3. あさ、クッキーを２０こたべた（　　）おなかが、いたいです。
   In the morning, I ate 20 cookies　（　　）my stomach huts.

4. チョコレートケーキは、おいしい（　　）だいすきです。
   Chocolate is delicious　（　　）I love it.

5. コートをきた（　　）あたたかくなった。
   I wore a coat　（　　）I got warm.

6. よくねた（　　）とてもげんきです。
   I slept well　（　　）I have a lot of energy.

7. そとは、とてもさむい（　　）やすみじかんは、きょうしつの中であそびます。
   It is really cold outside　（　　）we will have indoor recess.

8. 私は、たくさん　はしった（　　）とても　つかれました。
   I run a lot　（　　）I am very tired.

9. 金曜日は、テストがある（　　）たくさん　べんきょうします。
   There will be a test　（　　）I will study a lot.

だから(Sentences with **dakara**/ because)

9. かぜを　ひいた。（　　）がっこうを　やすんだ。
    I have a cold. （　　）I did not go to school.

10. きょうしつが、とてもしずか（　　）よくしゅうちゅう　できる。
    It is very quite in the classroom　（　　）I can focus well.

11. 一年生の　さん数は、すごいかんたん（　　）いっこもまちがえませんでした。
    1st grader's math is really easy　（　　）I did not make any mistakes.

12. シュレスタ先生は、日本人（　　）日本語が　はなせます。
    Mrs. Shrestha is Japanese（　　）she can speak Japanese.

13. よくねた。（　　）とてもげんきです。
    I slept well. （　　）I have a lot of energy.

14. オーロラが、とてもきれい（　　）フラットトップに　見に行きました。
    Northern lights are very beautiful　（　　）I went to flat top to see it.

15. 今日は、マーティンルーサーキングの日（　　）がっこうは、やすみです。
    It is Martin Luter King day today（　　）there is no school.

16. 金曜日は、テストがある。（　　）たくさん　べんきょうします。
    There will be a test on Friday. （　　）I will study a lot.

Appendix Q

かれ／かのじょ／かれらは、だれですか？

１、ヨーロッパの<u>人びと</u>は、たんけんを　しました。<u>かれら</u>は、メタル、スパイス、シルクを　さがしました。

２、ぼくの<u>兄</u>は、フラットトップに　ハイキングにいきました。<u>かれ</u>は、ダイモンドこうこうにかよう　こうこうせいです。

３、<u>四年生</u>のみんなは、<u>日本語</u>を　はなすことが　できます。かれらは、日本語イマージョンで　日本語を　べんきょうしています。

４、けんじくんは、<u>週</u>まつ　ホッケーのしあいに　<u>行き</u>ました。たかしくんと　あきらくんが　しあいを　みにきました。<u>かれ</u>のチームは、まけてしまいました。

５、なおみさんは、ハンバーガーのレストランに　いきました。<u>かのじょ</u>は、<u>そこで</u>チーズハンバーガーを　たべました。

そこは、どこ？

６、たかしくんと、えりさんは、らい週　キャンプに　いきます。<u>二人</u>の<u>家</u>ぞくも　いっしょに　いきます。<u>かれら</u>は、キナイに　行くよていです。<u>そこで</u>　魚つりもするよていです。

そこは、どこ？

かれ／かのじょ／かれら／かのじょらは、だれですか？
Who is he/ she/ they?

１、ヨーロッパの<u>人びと</u>は、たんけんを　しました。<u>かれら</u>は、メタル、スパイス、シルクを　さがしました。
Europeans explored. <u>They</u> searched for metal, spices, and silks.

２、ぼくの<u>兄</u>は、フラットトップに　ハイキングにいきました。<u>かれ</u>は、ダイモンドこうこうにかよう　こうこうせいです。
My big brother went on a hike to Flattop. <u>He</u> is a high school student at Dimond high school.

３、<u>四年生</u>のみんなは、<u>日本語</u>を　はなすことが　できます。<u>かれら</u>は、日本語イマージョンで　日本語を　べんきょうしています。
Forth graders can speak Japanese. <u>They</u> study Japanese at immersion program.

４、けんじくんは、<u>週</u>まつ　ホッケーのしあいに　<u>行きました</u>。たかしくんと　あきらくんが　しあいを　みにきました。<u>かれ</u>のチームは、まけてしまいました。
Kenji went to a hockey game last weekend. Takashi and Akira came to see the game. <u>His</u> team lost.

５、なおみさんは、ハンバーガーのレストランに　いきました。<u>かのじょ</u>は、<u>そこで</u>チーズハンバーガーを　たべました。
Naomi went to a hamburger restaurant. <u>She</u> ate a cheeseburger <u>there</u>.

そこは、どこ？
Where is "there"?

６、たかしくんと、えりさんは、らい<u>週</u>　キャンプに　いきます。<u>二人の家</u>ぞくも　いっしょに　いきます。<u>かれら</u>は、キナイに　行くよていです。<u>そこで</u>　魚つりもするよていです。
Takashi and Eri are going to a camp next week. Their families are going, too. They are planning to go to Kenai. And they will fish there.

そこは、どこ？
Where is "there"?

Appendix R

りゆう：〜〜〜だから／から

＊どうして？を　せつめいするとき＝りゆうを言うとき、だから／から を
つかいます＊

１、どうして　くまは、なつが　すきですか？　そのりゆうは、何ですか？

２、(　　　　　　　　)は、なつやすみが　すきですか？　そのりゆうは、何ですか？

３、(　　　　　　　　)は、アンカレッジが　すきですか？　そのりゆうは、何ですか？

りゆう：～～～だから／から
Reason: Because (dakara/kara)

＊どうして？？を　せつめいするとき＝りゆうを言うとき、だから／から を
つかいます＊
When you explain "WHY??"= When you say reasons, you use dakara/kara

１、どうして　くまは、なつが　すきですか？　そのりゆうは、何ですか？
Why do bears like summer? What is the reason?

２、(　　　　　　　)は、なつが　すきですか？　そのりゆうは、何ですか？
Does (　　　) like summer? What is the reason?

３、(　　　　　　　)は、アンカレッジが　すきですか？　そのりゆうは、何ですか？
Does (　　　) like Anchorage? What is the reason?

Appendix S

かれ／かのじょ／かれら／かのじょらは、だれですか？

１、きょく<u>東</u>には、シルク、スパイス、ほうせきが　ありました。だから、<u>かれら</u>は、シルクロードを　とおって、<u>それ</u>を　はこびました。

２、エイミーは、サラと　スーザンと　いっしょに　こうえんに　いきました。<u>そこ</u>で、ローラに　<u>会</u>いました。<u>かのじょ</u>は、家ぞくと　ハイキングを　していました。

３、<u>五</u>さいのとき、ハワイへ　りょこうに　<u>行</u>った。<u>そこ</u>は、ビーチが　たくさんあって、<u>海</u>が　とてもきれいでした。

４、いずみさんの<u>家</u>の　にわは、とてもひろいです。あきさんは、<u>そこで</u>　たんけんをして　あそびました。そして　<u>かのじょ</u>は、小さいボールを　はっけんしました。

５、イルカのシェイラは、アクエリアムで　一ばんゆうめいです。<u>そこで</u>、<u>それ</u>は、とても<u>大</u>きいです。

６、<u>私</u>は、いとこと　じてんしゃに　のって　キンケイドこうえんに　<u>行</u>きました。<u>そこで</u>　あきらくんに　<u>で会</u>いました。<u>かれら</u>と　いっしょに　みんなで、フリスビーをしました。

かれ／かのじょ／かれら／かのじょらは、だれですか？
Who is he/ she/ they? Assessment

１、きょく<u>東</u>には、シルク、スパイス、ほうせきが　ありました。だから、<u>かれら</u>は、シルクロードを　とおって、<u>それを</u>　はこびました。
People in the Far East had silk, spices, and jewelry. That's why <u>they</u> carried them through the Silk Road to Europe.

２、エイミーは、サラと　スーザンと　いっしょに　こうえんに　いきました。<u>そこ</u>で、ローラに　会いました。<u>かのじょ</u>は、家ぞくと　ハイキングを　していました。
Amy went to a park with Sara and Susan. <u>They</u> met Laura there. She went for a hike <u>there</u> with her family.
そこは、どこ？
Where is "there"?

３、<u>五</u>さいのとき、ハワイへ　りょこうに　<u>行</u>った。<u>そこ</u>は、ビーチが　たくさんあって、<u>海</u>が　とてもきれいでした。
When I was five years old, I went on a trip to Hawaii. There were many beaches, the water was so clean <u>there</u>.
そこは、どこ？
Where is "there"?

４、いずみさんの<u>家</u>の　にわは、とてもひろいです。あきさんは、<u>そこ</u>で　たんけんをして　あそびました。そして　<u>かのじょ</u>は、小さいボールを　はっけんしました。
Izumi's yard is big. Akiko explored there. <u>She</u> discovered a small treasure <u>there</u>.
そこは、どこ？
Where is "there"?

５、イルカのシェイラは、アクエリアムで　一ばんゆうめいです。<u>そこ</u>で、<u>それ</u>は、とても<u>大</u>きいです。
Sheira, the dolphin is the most famous animal in this aquarium. <u>She</u> is very big <u>there</u>.
そこは、どこ？
Where is "there"?

６、<u>私</u>は、いとこと　じてんしゃに　のって　キンケイドこうえんに　<u>行</u>きました。<u>そこ</u>で　あきらくんに　で<u>会</u>いました。<u>かれら</u>と　いっしょに　みんなで、フリスビーをしました。
I went on a bike ride to Kincaid Park with my cousins. I encountered Akira <u>there</u>. I played frisbee with <u>them</u>.
そこは、どこ？
Where is "there"?

Appendix T

トレーディングカード　チェックリスト

ヘディング／タイトルを　書く ● 名前／日づけ／番号／クラス／科もく	
● たんけんかの　名前／え	
うまれた年　と　うまれたばしょを　書く。	
たんけんかに　なる前　何をしたか　書く。 ● 小さいとき	
● 家ぞく	
たんけんかに　なったとき　何をしたか　書く。 ● どこに　行きましたか？	
● 行ったところで　何をしましたか？	
● せんじゅうみんと　で会って　何を　しましたか？	
さいごは、　どうなりましたか？ ● いつ／どこで　しにましたか？	
きれいに　書く ● じは　きれい？ ● えは　きれい？	

トレーディングカード　チェックリスト
Trading card checklist

ヘディング／タイトルを　書く Write heading and title ● 名前／日づけ／番号／クラス／科もく 　Name/ date/ number/ class/ subject	
● たんけんかの　名前とえ 　Name of the explorer and the picture	
うまれた年　と　うまれたばしょを　書く。 Birth date and birth place	
たんけんかに　なる前　何をしたか　書く。 What did the explorer do before exploration? ● 小さいとき 　When he was small	
● 家ぞく 　Family	
たんけんかに　なったとき　何をしたか　書く。 What did the explorer do during exploration? ● どこに　行きましたか？ 　Where did he go?	
● 行ったところで　何をしましたか？ 　What did he do there?	
● せんじゅうみんと　で会って　何を　しましたか？ 　What did he do when he encountered natives?	
さいごは、　どうなりましたか？ What happened to him in the end? ● いつ／どこで　しにましたか？ 　When/ Where did he die?	
きれいに　書く Write neatly ● じは　きれい？ 　Did you write neatly? ● えは　きれい？ 　Did you draw neatly?	

Appendix U

"あなたがもし　たんけんかだったら？"　プロジェクトチェックリスト

ヘディング／タイトルを　書く ● 名前／日づけ／番号／クラス／科もく	
● どこに　行きますか？／どうしてですか？ 　行くくにを　ちずに　書く。	
● そこに行くのに　どうやって行きますか？	
● 何をもって行きますか？／そこにいる人たちと　何をこうか 　んしますか？	
● 何をもって　かえりますか？ ● そのベネフィットは？	
きれいに　書く ● じは　きれい？	

"あなたがもし　たんけんかだったら？"　プロジェクトチェックリスト
"If you were an explore…? Project checklist

ヘディング／タイトルを　書く Write heading and title ● 名前／日<ruby>づ<rt>ひ</rt></ruby>け／番号／クラス／科もく 　　Name/ date/ number/ class/ subject	
● どこに　行<ruby><rt>い</rt></ruby>きますか？／どうしてですか？ 　　Where would you go? / Why? ● 行くくにを　ちずに　書く。 　　Show the place on a map.	
● そこに行くのに　どうやって行きますか？ 　　How would you get support to go there?	
● 何をもって行きますか？／そこにいる人たちと　何をこうかんしますか？ 　　What would you take with you to trade from your country with the people you meet?	
● 何をもって　かえりますか？ 　　What would you bring back? ● そのベネフィットは？ 　　What is the benefit?	
きれいに　書く Write neatly ● じは　きれい？ 　　Did you write neatly?	