

Expert Pack: Japan

Submitted by: 95th Street School, Milwaukee Public Schools, Wisconsin

Grade: 2-3

Date: February 2016

Topic/Subject

How does Japanese culture compare to American culture?

Texts/Resources

Book(s)

1. *I Live in Tokyo*
2. *A to Zen*

Article(s)

3. "Japan - Your Japanese Counterparts"
4. "School Life in Japan"

Video

5. "Destination: Japan"

Other Media

6. Kids Web Japan: Manga (website)
7. Kids Web Japan: Virtual Culture (website)
8. Kids Web Japan: Explore Japan (website)

Each expert pack contains a variety of selections grouped to create as coherent and gradual a learning process for students as possible, generally beginning with lower levels as measured by quantitative and qualitative measures, and moving to more complex levels in the latter selections. This graduated approach helps support students' ability to read the next selection and to become 'experts' on the topic they are reading about.

Refer to annotated bibliography on the following pages for the suggested sequence of readings.

Rationale and suggested sequence for reading:

In the first link, "Manga", students are introduced to the popular Japanese comic genre of Manga to pique the students' interest. Students will experience an overview of Japan in the National Geographic video, "Destination: Japan." Students will become familiar with the geography and landscapes of Japan on the "Explore Japan" link. On the next resource "Virtual Culture" students will take a closer look at specific cultural aspects. I live in Tokyo teaches students about various traditions within the Japanese culture. The next two articles focus on the day in the life of a Japanese student. The expert pack culminates with the book A to Zen to reinforce what the students have learned.

The Common Core Shifts for ELA/Literacy:

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text, both literary and informational
3. *Building knowledge through content-rich nonfiction*

Though use of these expert packs will enhance student proficiency with most or all of the Common Core Standards, they focus primarily on Shift 3, and the highlighted portions of the standards below.

College and Career Readiness Anchor Standards for Reading Literary and/or Informational Texts (*the darkened sections of the standards are the focus of the Expert Pack learning for students*):

1. **Read closely to determine what the text says explicitly and to make logical inferences from it;** cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. **Determine central ideas or themes of a text and analyze their development;** summarize the key supporting details and ideas.
10. **Read and comprehend complex literary and informational texts independently and proficiently**

Annotated Bibliography
and suggested sequence for reading

N/A “Manga”

Author: Unknown

Genre: Website

Length: N/A

Synopsis: This link provides a variety of Manga samples. Manga books are Japanese comics. Manga is often made into Japanese cartoons, or Anime. The art in Manga has a very definite look to it and is often referred to as “Manga Style.”

Pronunciation:

(Maw – Nnnnn – Gah) In Japanese, it is actually three syllables, although the middle "N" is spoken very quickly. Americans have a habit of pronouncing it "Man-Gah", but that is not actually correct.

Citation: Manga. (n.d.). Retrieved March 31, 2015, from <http://web-japan.org/kidsweb/manga/index.html>

Cost/Access: \$0.00 Kids Web Japan <http://web-japan.org/kidsweb/manga/index.html>

Recommended Student Activities: Manga cartoon (see Learning Worth Remembering for an explanation of this activity)

N/A “Destination: Japan”

Author: Unknown

Genre: Informational video

Length: 4:18 minutes

Synopsis: This video gives an overview of Japanese geography and culture. Note that there are sumo wrestlers toward the end of the video. It may be necessary to discuss the traditional clothing they wear.

Citation: Destination: Japan [Video file]. (n.d.). Retrieved from <http://video.nationalgeographic.com/video/destinations/japan-dest?source=relatedvideo>

Cost/Access: \$0.00 National Geographic.com

Recommended Student Activities: Wonderings

N/A “Explore Japan”

Author: Unknown

Genre: Website

Length: N/A

Synopsis: This link contains everything you want to know about Japan from basic facts to descriptions of Japanese lifestyle, culture, and traditions.

Citation: Explore Japan. (n.d.). Retrieved March 31, 2015, from <http://web-japan.org/kidsweb/explore/index.html>

Cost/Access: \$0.00 Kids Web Japan <http://web-japan.org/kidsweb/explore/index.html>

Recommended Student Activities: Note Taker (see Learning Worth Remembering for an example)

N/A “Virtual Culture”

Author: Unknown

Genre: Website

Length: N/A

Synopsis: Japan has a rich cultural tradition, and many pastimes have been handed down from one generation to the next. Some of the most popular ones are introduced here, and they are set up so that you can actually "try them out" online.

Citation: Virtual Culture. (n.d.). Retrieved March 31, 2015, from <http://web-japan.org/kidsweb/virtual/index.html>

Cost/Access: \$0.00 Kids Web Japan <http://web-japan.org/kidsweb/virtual/index.html>

Recommended Student Activities: Quiz Maker

L640 *I Live in Tokyo*

Author: Mari Takabayashi

Genre: Informational

Length: 29 pages

Synopsis: Have you ever been to Tokyo, Japan? Far away, in the Pacific Ocean, Tokyo is a busy city of color, activity, celebrations, gigantic buildings, and much more. Seven-year-old Mimiko lives in Tokyo, and here you can follow a year’s worth of fun, food and festivities in Mimiko’s life, month by month. Learn the right way to

put on a kimono and see Mimiko’s top ten favorite meals—just try not to eat the pages featuring delicious wagashi!

Citation: Takabayashi, M. (2001). *I live in Tokyo*. Boston: Houghton Mifflin Company.

Cost/Access: \$6.88 for paperback and \$17.87 for hardcover

Recommended Student Activities: A Picture of Knowledge

700L “Japan: Your Japanese Counterparts”

Author: Unknown

Genre: Informational; contains questions to check for understanding

Length: 302 words

Synopsis: This text provides a brief look at the school day of a typical Japanese student.

Citation: Japanese – Your Japanese Counterparts. (n.d.). Retrieved March 31, 2015, from <http://www.readworks.org/search/site/japan%20you%20japanese%20counterparts>

Cost/Access: \$0.00 Read Works

<http://www.readworks.org/search/site/japan%20you%20japanese%20counterparts>

Recommended Student Activities: Questions included with text to check for understanding; Venn Diagram

750L “School Life in Japan”

Author: Honoka Eguchi

Genre: Informational

Length: 233 words

Synopsis: Learn about Japanese school life, including the classroom culture. Find out what is expected of students. See how respect for the teacher is fundamental to the classroom environment.

Citation: School Life in Japan. (n.d.). Retrieved March 31, 2015, from <http://www.scholastic.com/browse/article.jsp?id=10811>

Cost/Access: \$0.00 Scholastic <http://www.scholastic.com/browse/article.jsp?id=10811>

Recommended Student Activities: Eight-Word Summary

1070 *A to Zen*

Author: Ruth Wells

Genre: Informational

Length: unpagged

Synopsis: Introduces Japanese words from A to Z. Book is designed to be read from back to front and from right to left. The book highlights both traditional and modern Japanese culture and is much more than just an alphabet book.

Citation: Wells, R. (1992). *A to zen*. New York, NY: Simon and Schuster Children's Publishing.

Cost/Access: \$9.79

Recommended Student Activities: Quiz Maker

Supports for Struggling Students

By design, the **gradation of complexity** within each Expert Pack is a technique that provides struggling readers the opportunity to read more complex texts. Listed below are other measures of support that can be used when necessary.

- Provide a brief **student-friendly glossary** of some of the academic vocabulary (tier 2) and domain vocabulary (tier 3) essential to understanding the text
- Download the Wordsmyth widget to classroom computers/tablets for students to access student-friendly definitions for unknown words. <http://www.wordsmyth.net/?mode=widget>
- Provide brief **student friendly explanations** of necessary background knowledge
- Include **pictures or videos** related to the topic within and in addition to the set of resources in the pack
- Select a small number of texts to **read aloud** with some discussion about vocabulary work and background knowledge
- Provide **audio recordings** of the texts being read by a strong reader (teacher, parent, etc.)
- **Chunk the text** and provide brief questions for each chunk of text to be answered *before* students go on to the next chunk of text
- Pre-reading activities that focus on the **structure and graphic elements** of the text
- Provide **volunteer helpers** from the school community during independent reading time.

Why Text Sets Support English Language Learners

Those acquiring English as a second language have to learn many words in English to catch up with their English-only peers. Vocabulary builds at a much quicker pace when reading a set of connected texts. Text sets are an adaptable resource perfect for building knowledge and vocabulary. Student use of text sets can vary in terms of independence or teacher supports based on the individual needs of the students in the room. Activities found within the text set resources reflect several best practices for English Language Learner instruction including:

- Providing brief, engaging texts that provide a high volume of reading on a topic.
- Providing web-based resources and/or videos that are tied to the content of the texts students are reading.
- Providing opportunities for students to learn new vocabulary through the use of student-friendly definitions in resource-specific glossaries.
- Allowing for options to reinforce newly learned vocabulary and/or content through graphic organizers.
- Providing opportunities for students to reinforce new vocabulary through multi-modal activities including written work, group discussion, viewing visual content, and reading texts that feature the vocabulary.

Teachers of ELLs may use the protocols on the following pages to provide additional support to students who are struggling to access the content within text sets because they are new to English.

ELL Text Set Protocol Grades K-2

The protocol below assumes that students will be engaged in reading text sets with the support of the teacher and/or another adult staff member. This can be done full class, or in small groups, but will likely require adult support in this grade band.

Please note that this protocol includes options for teachers. This includes the order in which various activities (steps) take place. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access each text and move toward independent, knowledge-building reading.

Step one: Build knowledge and vocabulary as you build student interest and engagement in the topic.

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves – time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

Options for this step include:

- Engage students in reading and discussing auxiliary texts and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide a student-friendly glossary prior to reading each text, with picture support where possible.

If pairing the text set with a [Read Aloud lesson](#), giving students access to the resources in the text set can help build their knowledge and vocabulary prior to engaging with the anchor or primary text, as can access to the resources alongside subsequent reads of the anchor text. The “juicy sentence” discussion is a strategy developed by Dr. Lily Wong Fillmore to help students learn to deconstruct and reconstruct sentences, and to understand how different language features contribute to meaning. Teachers should use the [juicy sentence guidance](#) to dig deeply into a sentence or phrase within the read aloud book, to build vocabulary, deepen content knowledge, and support understanding of syntax and grammar. Juicy sentence work should not be done for the other texts in the text set, since the purpose is for students to work rapidly through a high volume of reading to build knowledge.

Step two: Read text orally.

Focusing on one resource at a time, allow students to listen to a fluent read of the resource.

Options for this step include:

- Have the teacher model the first read of a text or resource.
- Use recordings of the text to provide additional opportunities to hear expert reading.

Step three: Engage in group discussion about the content.

Allow students time in partnerships or small groups to discuss the content of the resource.

Options for this step include:

- Allow for discussion/conversation (in the students’ home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Provide opportunities to practice using newly acquired vocabulary in the context of discussion.
- Have students refer to the student-friendly glossary included with each passage to identify meanings for new vocabulary necessary for comprehension.

Step four: Write about what was read.

Options for this step include:

- Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine.

- Have students complete the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as independent graphic organizers that help to scaffold the writing process and capture student knowledge over time. Encourage students to use a combination of writing and drawing.
- Provide students with several supports to help students engage in writing/drawing about what they read:
 - Use mentor texts about which students can pattern their writing.
 - Allow them to write collaboratively.
 - Show students visual resources as prompts, etc.
 - Provide language supports such as strategically chosen sentence starters.

Repeat steps one through four with each resource in the text set as appropriate.

ELL Text Set Protocol Grades 3-12

The goal of text sets is to help students build knowledge through a volume of independent reading, and it is important that educators provide scaffolds to allow English Language Learners to be successful in engaging meaningfully with the texts, even as students are still developing English language skills. The protocol below can be used for teaching with text set resources as a full class. Students can also be trained on the protocol so that they can utilize text sets in small groups or partnerships as a resource for independent or reciprocal reading and study.

Please note that this protocol includes options for teachers. Individual decisions should be made considering the needs of the students and the demands of the content, keeping in mind that the goal of each scaffold is to allow students to meaningfully access the text and move toward independent, knowledge-building reading.

Step one: Build knowledge and vocabulary.

Introduce students to the overall topic/content of the text set, including knowledge demands needed to engage in the content, and domain-specific vocabulary necessary for comprehension. This should be done prior to engaging with the texts themselves; time allotted to this activity should reflect student needs (anywhere from 5 minutes prior to reading, to a full day’s lesson is appropriate).

Options for this step include:

- Engage students in reading and discussing auxiliary texts (of lesser complexity) and resources (illustrations, photographs, video clips) on the topic of the text set.
- Pre-teach a few key content-specific terms prior to students engaging with a text set. (Ideas for text-focused vocabulary instruction can be found [here](#).)
- Provide the student-friendly glossary included in the text set prior to reading each text.
- When possible, allow students to read texts in their home language about the topic under study.

Step two: Read text orally.

Focusing on one resource at a time, allow students to listen to a fluent read of the resource, while following along with their own copy of the text.

Options for this step include:

- Have a fluent reader model the first read of a text or resource.
- Have students engage in a buddy/partner read.
- Use recordings of the text to provide additional opportunities to hear expert reading.

Step three: Engage in group discussion about the content.

Allow students time in partnerships or small groups to discuss the content of the resource.

Options for this step include:

- Allow for discussion/conversation (in the students' home language if possible) with a small group of students reading the same text set prior to writing or provide heterogeneous language groupings to talk about content and discuss what students are learning.
- Have students refer to the student-friendly glossary included with each text set to identify meanings for new vocabulary necessary for comprehension.

Step four: Write about what was read.

Options for this step include:

- Use the “Rolling Knowledge Journal” and/or “Rolling Vocabulary Journal” as a shared writing routine/ graphic organizer to help to scaffold the writing process and capture student knowledge over time.
- Provide students with several supports to help students engage in writing/drawing about what they read:
 - Use mentor texts about which students can pattern their writing.
 - Allow them to write collaboratively.
 - Show students visual resources as prompts, etc.
 - Provide language supports such as strategically chosen sentence starters.

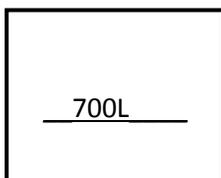
Repeat steps one through four with each resource in the text set as appropriate.

Text Complexity Guide

“Japan – Your Japanese Counterparts”

1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of the text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. You can also copy and paste a selection of text using the Lexile analyzer.



2-3 band	420 -820L
4-5 band	740 -1010L
6-8 band	925 - 1185L
9 -10 band	1050 – 1335L
11 – CCR	1185 - 1385

2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension*, note specific examples from the text that make it more or less complex.

<p>The purpose of the article is to give students a look at the similarities and differences between their school experiences and the experiences of students in Japan.</p> <p style="text-align: right;">Meaning/Purpose</p>	<p>This is a nonfiction article that makes connections between student life in Japan and the United States. The article is clearly organized with paragraphs that cover different aspects of school life.</p> <p>Structure</p>
<p>This article is short with fairly simple sentences. The vocabulary is mainly familiar, but includes some Japanese words with which students will need support.</p> <p style="text-align: right;">Language</p>	<p>The subject matter should be familiar to students if the order of the text set is followed. This article does contain some content specific words that students may not have encountered in previous text set resources.</p> <p>Knowledge Demands</p>

3. Reader and Task Considerations

What will challenge students most in this text? What supports can be provided?

- Encouraging students to make connections to other resources in the text set could support and deepen understanding of concepts and vocabulary.

Expert Pack: Japan

Submitted by: 95th Street School, Milwaukee Public Schools, Wisconsin

Grade: 2-3

Date: February 2016

Learning Worth Remembering

Cumulative Activities – The following activities should be completed and updated after reading each resource in the set. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in the expert pack. *It is recommended that students are **required** to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for this Expert Pack.*

1. Rolling Knowledge Journal

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

Sample Student Response

Title	Write, Draw, or List	
	New and important learning about the topic	How does this resource add to what I learned already?
1. "Manga"	Manga is Japanese comics that have a definite look to them.	
2. "Destination: Japan"	Japan is a mix of modern and traditional culture	Maps show where cities and regions of Japan are located; people in Japan still follow old traditions
3. "Explore Japan"	School in Japan	Students only have to complete nine years of school; students usually have to take exams in order to enter high schools and universities
4. "Virtual Culture"	Traditions are handed down from one generation to the next	Bento boxes or boxed lunches are popular in Japan; they have been part of Japanese culture for centuries
5. <i>I Live in Tokyo</i>	Many customs are celebrated in Japan	Like Americans, Japanese celebrate customs throughout the year
6. "Japan – Your Japanese Counterparts"	Japanese and American schools have similarities and differences	Japanese and American students study subjects like math and science, but the Japanese alphabet is quite different; the dress code in Japanese schools is strict; Japanese students clean the classrooms
7. "School life in Japan"	Attending school in a foreign country can be challenging	Students bow to their teachers; communication can be hard

8. <i>A to Zen</i>	Common Japanese vocabulary	Japan is a modern country with many traditions
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2. Rolling Vocabulary: “Sensational Six”

- Read each resource then determine the 6 words from each text that most exemplify the central idea of the text.
- Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
- Continue this activity with EACH selection in the Expert Pack.
- After reading all the selections in the Expert Pack, go back and review your words.
- Now select the “Sensational Six” words from ALL the word lists.
- Use the “Sensational Six” words to summarize the most important learning from this Expert Pack.

Title	Six Vocabulary Words & Sentences
“Manga”	<p>Words: ceremony, shrine, sushi, bamboo, empress, rice cake</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Some Japanese women wear kimonos to the ceremony. 2. We visited the Buddha shrine to honor him. 3. Sushi is Japanese food that contains rice and is wrapped in seaweed. 4. Floors made from bamboo are friendly to the environment because bamboo grows quickly. 5. The lady that rules the land is known as the empress 6. It is a New Year's tradition to make rice cakes.
“Destination: Japan”	<p>Words: tradition, culture, modern, Tokyo, urban, Mt Fuji</p> <p>Sentences:</p> <ol style="list-style-type: none"> 7. Japan has many celebrated and honored traditions. 8. Japan is rich with culture. 9. There is a modern feel to many parts of Japan with technology and buildings. 10. Tokyo is the hub of modern Japan. 11. People travel to the urban areas to experience traditional Japanese theater. 12. Mt. Fuji is the highest mountain in Japan.
“Explore Japan”	<p>Words: Japanese arts, high school, class, Diet, judges, regional government</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. The Japanese arts include Shodo (calligraphy) and Haiku. 2. It is only required that students go to school through 9th grade, but 98% of students go onto high school. 3. Each class has 30-40 students in it. 4. The Diet makes the laws in Japan and elects the prime minister. 5. Six regular citizens are appointed to act as judges in criminal cases. 6. The regional government is elected by people and work closely with the people.
“Virtual Culture”	<p>Words: sumo, origami, bento, houses, kimono, judo</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. Sumo is a traditional Japanese sport much like wrestling. 2. The tradition of folding a square piece of paper into different shapes and animals is called origami. 3. Japanese lunchboxes are called bentos.

	<ol style="list-style-type: none"> The houses in Japan are built 10 cm off the ground to prevent moisture from seeping in. Kimonos are pieces of fabric cut in straight lines, so the makers don't have to worry about the body type of the wearer. Judo is a type of martial art practiced in Japan.
<i>I Live in Tokyo</i>	<p>Words: Asian, festival, kanji, kimono, characters, ceremony</p> <p>Sentences:</p> <ol style="list-style-type: none"> Japan is an Asian country located in the Pacific Ocean. The people of Japan celebrate different festivals throughout the year. Kanji are Chinese characters used in Japanese writing. A kimono, or traditional Japanese clothing, is worn during certain celebrations. Students are tested every day on the characters used in writing. A tea ceremonies happen throughout the year and can be long for children.
“Japan – Your Japanese Counterparts”	<p>Words: differences, travel, uniforms, Japanese characters, sports, serve</p> <p>Sentences:</p> <ol style="list-style-type: none"> There are many differences between American and Japanese schools. Students travel to school on their own. Uniforms are required to be worn at school. There are 2,000 Japanese characters that students must master. Judo is a popular Japanese sport for students, as well as basketball, soccer, baseball and tennis. Students serve each other lunch and help clean the school.
“School life in Japan”	<p>Words: bow, Japanese school, subjects, wait, clean, communicate</p> <p>Sentences:</p> <ol style="list-style-type: none"> Students in Japan stand and bow when the teachers enter the classroom. A Japanese school is different than an American school. Japanese, English, math, science, social studies and gym are subjects Japanese students have every day. Students do not move from room to room, they wait for the teacher to come to them. Students clean the school at the end of the day. She feels it is important to be able to communicate and wants to become a translators.
<i>A to Zen</i>	<p>Words: oriental, Zen Buddhism, knapsack, topic word, ancient, chanter</p> <p>Sentences:</p> <ol style="list-style-type: none"> This book follows an oriental structure, which means the pages go from back to front and right to left. People who practice Zen Buddhism live a simple life. Students keep the same knapsack throughout their years at school. Each page has a topic word in both English and Japanese. The topics in this book are a mixture of ancient and modern traditions. The chanter tells a story.
Sensational Six	tradition, modern, culture, characters, differences, ceremonies
<p>Summary: There are many similarities and differences between school life in Japan and in the United States. In Japanese culture, one of the big differences is that we learn 26 letters and the Japanese learn words through the use of hundreds of characters. Japan is a mix of modern and tradition. There are many celebrations throughout both</p>	

cultures, but Japanese **ceremonies** are rich in tradition, for example wearing a Kimono, attending a Kabuki performance, and tea ceremonies.

3. Japanese-English picture dictionary

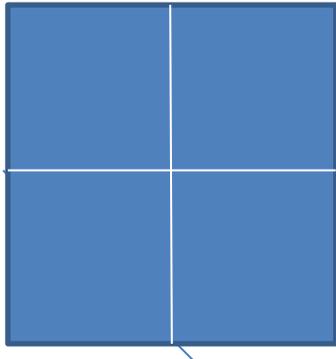
Students will create an ongoing dictionary with Japanese words they are learning throughout the text set. Students are encouraged to draw picture definitions and can also use the English translation.

Learning Worth Remembering

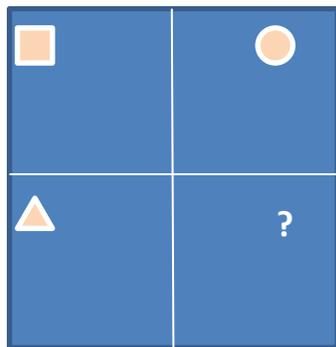
Singular Activities – the following activities can be assigned for each resource in the set. The purpose of these activities is to check for understanding, capture knowledge gained, and provide variety of ways for students to interact with each individual resource. Students may complete some or none of the suggested singular activities for each text. Singular activities should be assigned at the discretion of the teacher.

1. A Picture of Knowledge (Recommended for *I Live in Tokyo*)

- Take a piece of paper and fold it two times: once across and once top to bottom so that it is divided into 4 quadrants.



- Draw these shapes in the corner of each quadrant.



- Square
- Triangle
- Circle
- Question Mark

3. Write!

Square:	What one thing did you read that was interesting to you?
Triangle:	What one thing did you read that taught you something new?
Circle:	What did you read that made you want to learn more?
Question Mark:	What is still confusing to you? What do you still wonder about?

- Find at least one classmate who has read [selection] and talk to each other about what you put in each quadrant.

2. Quiz Maker (Recommended for “Virtual Culture” and *A to Zen*)

- Make a list of # questions that would make sure another student understood the information.
- Your classmates should be able to find the answer to the question from the resource.
- Include answers for each question.
- Include the where you can find the answer in the resource.

Question	Answer
1.	
2.	
3.	

3. Wonderings (Recommended for “Destination: Japan”)

On the left, track things you don’t understand from the article as you read.

On the right side, list some things you still wonder (or wonder now) about this *topic*.

I'm a little confused about:	This made me wonder:

4. Notetaker (Recommended for “Explore Japan”)

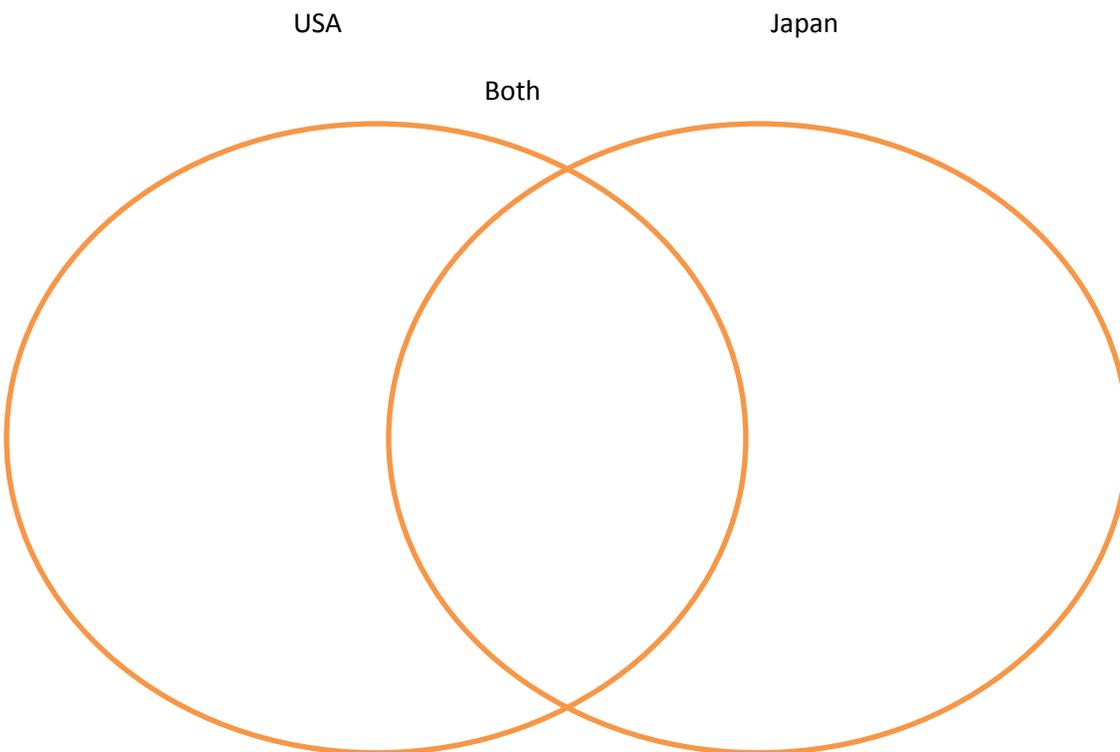
Students will choose two other sections within Explore Japan in addition to Schools and Government. Students will take notes about each section, writing at least two facts for each.

Schools	Government	Section of Choice	Section of Choice
<ul style="list-style-type: none"> • Kids start school in Japan in April after they turn 6 yrs old • Kids have to clean every day in school • Students have healthy lunches in their classrooms • Students learn calligraphy and how to write Haikus 	<ul style="list-style-type: none"> • The Japanese Diet is their parliament • They have 3 branches of gov't, judicial, executive, legislative • The Diet elect the president, not the people 	<ul style="list-style-type: none"> • Everyone takes off their shoes when entering a house and put shoes on • Most meals include white rice • They were dresses made out of silk called kimonos 	<ul style="list-style-type: none"> • Japan is smaller than California • Almost ¾ of Japan has mountains • Japan is an island • Natural disasters- typhoons, earthquakes, volcanic eruptions

5. Compare/Contrast (Recommended for “Japan: Your Japanese Counterparts”)

Students will create a chart to compare their school life to Japanese school life.

USA	Japan
<ul style="list-style-type: none">• Yellow bus/ parents drop off	<ul style="list-style-type: none">• Public transportation by themselves
<ul style="list-style-type: none">• 26 letters in alphabet	<ul style="list-style-type: none">• Strict dress code
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Over 2000 characters to read
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Taught to serve others
Similarities: study math, science and social studies, sports, eat lunch at school	



6. Manga Cartoon (Recommended for “Manga”)

After interacting with the various Manga cartoons by month, students will create a Manga cartoon about their birthday.

7. Eight-Word Summary (Recommended for “School Life in Japan”)

Students will summarize the article in eight words.

Example: Students serve others, work hard, and play hard.

Expert Pack: Japan

Submitted by: 95th Street School, Milwaukee Public Schools, Wisconsin

Grade: 2-3

Date: February 2016

Expert Pack Glossary

Note: No Japanese words are listed in this glossary. A definition follows the word in each of the resources. Students are encouraged to make a Japanese- picture/English dictionary as part of their culminating experience.

“Manga”

<i>Word</i>	<i>Student-Friendly Definition</i>
Manga	Japanese comics that can be made into cartoons. <i>Many students like reading Manga comics.</i>

“Destination: Japan”

<i>Word</i>	<i>Student-Friendly Definition</i>
destination	A place to which someone is going or something is being sent. <i>Hawaii is the destination of our vacation.</i>
tradition	A way of thinking, behaving or doing something by a group of people for a long time. <i>Hanging a Christmas wreath on the front door is a family tradition.</i>
culture	The beliefs and customs of a group of people. <i>It is common in the Japanese culture for people to take off their shoes when they enter a house.</i>
isolation	Apart or away from others. <i>The student was put in isolation because he couldn't keep his hands to himself.</i>
modern	Present time. <i>iPhone and tablets are a sign of the modern times we live in.</i>
authentic	Real, not fake or copied. <i>Taco Bell is not authentic Mexican food.</i>
traditional	Based on old fashion ideas, see tradition. <i>A kimono is traditional Japanese dress for women.</i>
sacred	Highly important, holy. <i>Jerusalem is a sacred land for all of the world's major religions.</i>
urban	city. <i>Milwaukee is an urban community.</i>
ceramics	Making things out of clay. <i>In ceramics' class, we made a bowl out of clay.</i>

“Explore Japan”

<i>Word</i>	<i>Student-Friendly Definition</i>
compulsory	Required by law. <i>It is compulsory for students to attend school Kindergarten through 12th grade.</i>
enhance	To improve something. <i>Glasses can enhance someone's vision if they have difficulty seeing.</i>
calligraphy	The art of making beautiful handwriting. <i>To make the invitations fancy, she wrote the name in calligraphy.</i>
excursions	Short trips. <i>While on vacation we took several excursions to go swimming with the dolphins and snorkeling.</i>
blazers	A jacket that is wore over a shirt, like a suit jacket. <i>The school uniform required use to wear navy skirts and a blazer.</i>

extracurricular	Extra sports, outside of the school day. <i>Matt signed up to play soccer, one of the extracurricular activities that was offered.</i>
constitution	A document that explains the beliefs and laws of a place. <i>The U.S. Constitution states that all men are created equal.</i>
legislative	Having the power to make the laws. <i>The Congress is the legislative branch of the U.S. government.</i>
executive	Enforces the laws. <i>The President is the head of the executive branch in the United States.</i>
judicial	Determines the meaning of the laws. <i>The Supreme Court is the judicial branch of the U.S.</i>
prime minister	Head of the government in some countries. <i>A prime minister rules over England.</i>
parliament	Group of people responsible for making the law in some countries. <i>The Parliament in England is like our Congress.</i>
administrative	management. <i>The principal is part of the administrative team at school.</i>

“Virtual Culture”

Word	Student-Friendly Definition
sumo	Form of Japanese wrestling by very large men. <i>The Sumo wrestlers were excited to compete.</i>
evolved	Changed slowly over time. <i>The way we build houses has evolved over time.</i>
archery	Sport with bow and arrow. <i>During archery practice, she was able to hit the bullseye.</i>
origami	Japanese paper folding. <i>Fred was able to fold an origami frog.</i>

I Live in Tokyo

Word	Student-Friendly Definition
district	an area or section of a city that has some special or purpose. <i>The city was separated into 7 different voting districts.</i>
Asian country	A country that can be found on the continent of Asia. <i>Japan is an Asian country.</i>
shrine	a place that people visit because it is connected with someone or something that is important to them. <i>A shrine was created to honor the soldier.</i>
misfortune	Bad luck. <i>Amy suffered great misfortune when her car wouldn't start and she missed the bus.</i>
honor	respect that is given to someone who is admired. <i>It was an honor to be chosen to give the speech.</i>
ceremony	An event to honor someone or something. <i>The wedding ceremony lasted 20 minutes.</i>
temple	A place to gather and worship/pray. <i>They went to temple to pray together.</i>

“Japan: Your Japanese Counterparts”

Word	Student-Friendly Definition
public	Relating to all or most of the people. <i>My parents don't have to pay for my school because I go to public school.</i>
academics	Related to schools, course of study. <i>Looking at my academics, I need to work harder in school to improve my grades.</i>

“School Life in Japan”

Word	Student-Friendly Definition
bow	To bend forward at the waist or neck to show respect. <i>It is tradition to bow to your partner when you square dance.</i>
foreigner	Person that is from a different countries. <i>When he first came to the US from Germany, he was a foreigner.</i>
translator	Someone who changes words from one language to another. <i>As a translator, she changed the story from being in Spanish to being in English.</i>
barrier	Something that blocks or prevents one from moving forward. <i>Barriers were put up on the road when they were doing construction.</i>
communication	Using words, signs or symbols to share your ideas and thoughts with someone. <i>Text, email, and FaceTime are modern ways of communication.</i>

A to Zen

Word	Student-Friendly Definition
martial arts	any one of several forms of fighting and self-defense (such as karate and judo) that are widely practiced as sports. <i>As a martial arts expert, he had a black belt in karate.</i>
meditated	to spend time in quiet thought for religious purposes or relaxation. <i>After a stressful day, Jaime meditated to relax and calm herself down.</i>
zodiac	The zodiac is divided into 12 parts (called star signs or signs of the zodiac) which have special names and symbols and are believed by some people to have influence over people and events. <i>My zodiac sign is a Leo, because I was born in the middle of August.</i>
surrendered	to give the control or use of (something) to someone else. <i>The robber surrendered his weapon when cornered by the police.</i>
erupted	to send out rocks, ash, lava, etc., in a sudden explosion. <i>The volcano in Hawaii erupted.</i>