

CCSS.ELA-Literacy.CCRA.R.7: Integrate and evaluate content presented in diverse

The interactive postcards in this lesson are part of a larger collection of postcards that were Japanese students' final product in a year-long integrated study at a public elementary school in Tokyo. Under the theme of "Welcome to Tokyo! Let's Share Our Tokyo" students considered topics of Tokyo landmarks and Japanese culture that they wanted to teach international friends and/or athletes coming to Tokyo for the 2020 Olympic or Paralympic Games. Their cross-curricular study incorporated social studies content knowledge about Tokyo and Japanese culture, developing skills in English as a foreign language, and learning programming in information technology. As these postcards are Japanese elementary students' products, they do include some linguistic mistakes. Teachers should review them prior to teaching the lesson in order to aid students with the small errors in the English.

If this lesson is part of a larger study of Tokyo and/or Japan, the class can continue to fill in the concluding anchor chart with additional ideas of similarities and differences.

Suggestions for differentiation include: thoughtful pairing; allowing students to complete more than or less than the four blocks of the worksheet; and directing students in need of more support to begin the worksheet activity with the modeled postcard.

2. Tell students: You received postcards from elementary students in Tokyo. The postcards invite you to come to Japan (potentially for the 2020 Tokyo Summer Olympic and Paralympic Games). The Tokyo students created these interactive postcards by coding a computer program and researching some special parts of their city or culture to share with their international friends.
3. Introduce the guiding question that students will consider during a scavenger hunt activity: How are Tokyo and Japan's cultures different and/or similar to yours? Explain:

13. While students are completing the worksheet, write the following sentence stems on board, chart paper, or for the document camera: " _____ is\are interesting to me because _____. It is\They are similar or different from our culture because _____."
14. When most students are finished, gather them at a central meeting area and model how to use the sentence stems using a favorite postcard.
15. In pairs, have students discuss and practice the sentence stems based on the postcard that they found the most interesting.
16. Once everyone has selected their favorite postcard and practiced with one another, gather the entire class again at a central meeting area. Have all students share their sentence stems aloud with the class. Write students' responses on an anchor chart using the following format. Continue with all six categories. (One piece of chart paper with columns for similarities and differences, may be necessary for each category.)

Clothing		with hanging sleeves are closed with an
Food	Eat rice.	Use chopsticks for most meals.