



## 2017 STUDENT Program Curriculum Template

For step-by-step help in completing this document, please see the accompanying guide.

### BASIC PROGRAM INFORMATION

<b>Host Institution:</b>	STARTALK Central		
<b>Program Title:</b>	STARTALK Korean Summer Camp		
<b>Curriculum Title:</b>	My Virtual Luck		
<b>Language:</b>	Korean	<b>Grade(s) of Learners:</b>	Grades 6-8
<b>Language Background:</b>	Non-Heritage Speakers	<b>Program Setting:</b>	Non-Residential
<b>Duration:</b>	3 weeks / 15 days	<b>Contact Hours:</b>	90 hours
<b>Target Proficiency Level:</b> (by end of program)	Novice Mid	<b>Target Performance Level:</b> (during and by end of program)	Novice Mid
<b>Curriculum designed by:</b>	Kyung-Ja Shin		
<b>Email:</b>	kyungja@oneworldnow.org		

### STARTALK-endorsed Principles for Effective Teaching and Learning

- Implementing a standards-based and thematically organized curriculum
- Facilitating a learner-centered classroom
- Using target language and providing comprehensible input for instruction
- Integrating culture, content, and language in a world language classroom
- Adapting and using age-appropriate authentic materials
- Conducting performance-based assessment

## STAGE 1: What will learners be able to do with what they know by the end of the program?

### Program Overview and Theme

In a paragraph, provide a brief overview of your program. What is the theme that will guide standards-based instruction and learning throughout the program? What will learners experience during the program? What do you hope learners will be able to do after the program ends?

In this 3-week camp, students with zero proficiency in Korean will learn about the basic Korean language and culture related to family and everyday life, through a well-known traditional children's story, *Heungboo and Nolboo*. As students learn the story of two brothers, they will be able to greet people, introduce themselves and family, exchange personal information such as ages, and talk about preferences on daily routines, personalities, and living situations and choices. As students recognize the difference between their lives and that of the two brothers from the story, they will be given an opportunity to make a comparison with the brothers regarding jobs, housing, and clothing. At the end of the program, students will be able to talk about good luck of the generous *Heungboo* and bad luck of the greedy *Nolboo*, and create a virtual lucky story of their own choices on means of bringing good fortune, using animals and/or vegetables.

### Learning Targets

Identify the learning targets for your program. First, choose the NCSSFL-ACTFL Global Can-Do Benchmarks that are appropriate to learners' proficiency level(s) and your program goals. Then, select program specific NCSSFL-ACTFL Can-Do Statements that reflect the specific content of your program or create your own. Attention to and balance of the various modes will depend on your program goal(s). A master list of the NCSSFL-ACTFL Global Can-Do Benchmarks and Can-Do Statements is available at [https://startalk.umd.edu/resources/NCSSFL\\_ACTFLCanDos.pdf](https://startalk.umd.edu/resources/NCSSFL_ACTFLCanDos.pdf). You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

#### NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS

*Be sure to label the mode and proficiency level of each statement.*

#### PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS

*Number the Can-Do statements here and then transfer to Stage 3.*

<b>Interpersonal Communication</b>	
<ul style="list-style-type: none"> <li>▪ <u>Novice Mid</u>: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</li> </ul>	<ol style="list-style-type: none"> <li>1. I can greet people in culturally appropriate ways.</li> <li>2. I can exchange basic personal information, such as name, where I am from, and where I live.</li> <li>3. I can use numbers 1-20 to ask and answer questions about age and number of family members.</li> <li>4. I can ask and answer questions about favorite things, such as food and animals.</li> <li>5. I can ask and answer questions about preferences on daily activities.</li> </ol>
<b>Presentational speaking</b>	
<ul style="list-style-type: none"> <li>▪ <u>Novice Mid</u>: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.</li> </ul>	<ol style="list-style-type: none"> <li>6. I can introduce myself and give basic personal information.</li> <li>7. I can orally present my family members.</li> <li>8. I can talk about my daily routines, personalities, and where I live.</li> <li>9. I can list my present life and the old Korean life, regarding jobs, housing, and clothing.</li> <li>10. I can tell my preferences on daily routines, personalities, and living situations.</li> </ol>
<b>Presentational writing</b>	
<ul style="list-style-type: none"> <li>▪ <u>Novice Mid</u>: I can write lists and memorized phrases on familiar topics.</li> </ul>	<ol style="list-style-type: none"> <li>11. I can make a family tree and label family members on it.</li> <li>12. I can write short phrases about my daily routines, personalities and where I live, using memorized words and expressions.</li> <li>13. I can write a list of words related to old and modern Korean lives, such as jobs, houses and clothes.</li> </ol>
<b>Interpretive Listening</b>	
<ul style="list-style-type: none"> <li>▪ <u>Novice Mid</u>: I can recognize some familiar words and phrases when I hear them spoken.</li> </ul>	<ol style="list-style-type: none"> <li>14. I can mostly listen and identify basic personal information in words and phrases that I have memorized in a peer's presentation.</li> <li>15. I can mostly understand simple questions or statements on familiar topics related to biographical information, family, personalities, and housing.</li> <li>16. I can mostly understand simple information when accompanied by visual</li> </ol>

	aids.
<b>Interpretive Reading</b>	
<ul style="list-style-type: none"> <li>▪ <b>Novice Mid:</b> I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.</li> </ul>	<p>17. I can recognize Korean characters, and I can read and understand or interpret some familiar words and phrases relevant to family and everyday life, with the help of visuals.</p> <p>18. I can understand simple sentences containing a simple greeting in a text message.</p> <p>19. I can sometimes understand short, simple descriptions of daily life in Korea, with the help of pictures.</p>

**STAGE 2: How will learners demonstrate what they can do with what they know by the end of the program?**

**Summative Performance Assessment**

Describe the *major summative* performance assessments you will use for each of the three communicative modes. These assessments will provide evidence that learners have achieved the program learning objectives.

INTERPRETIVE TASK	INTERPERSONAL TASK	PRESENTATIONAL TASK
Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Learners interact and negotiate meaning in spoken, or written conversations to share information, reactions, feelings, and opinions.	Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

<p>Students are given a short advertisement that contains a person's information, such as job, pet, clothing, and housing. Students are to read the raw material first and draw pictures using given information.</p>	<p>Students will conduct a survey as a whole class about their classmates' virtual lucky stories and the interviewee's lucky animals or vegetables. Using their collected data, students are to find a person whose story is the most similar to their own lucky story. As a pair, they are to exchange information about their lucky story and the choice of the lucky symbol with a reason. This step will be done in front of the class.</p>	<p>Students are to choose either Heungboo or Nolboo, to make a comparison with regarding jobs, housing and clothing by writing a list of characteristics and using memorized words and expressions. With an assigned group, they practice their presentation, and present it to the group.</p>
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## STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

### Learning Experiences

In this section, list the major learning experiences and related evidence of learning from the beginning through the end of your unit/program. Complete the first column with the program Can-Dos developed or identified in Stage 1. In the second column, determine the specific linguistic, cultural, and other subject matter knowledge and skills that learners will acquire as they work with your program theme. In the third column, indicate the learning experiences that will allow learners to develop these skills and knowledge so that they can perform the summative tasks identified in Stage 2.

<b>PROGRAM CAN-DO STATEMENTS</b> <b>NCSSFL-ACTFL CAN-DO STATEMENTS</b> <i>Learners can ...</i>	<b>LANGUAGE, CULTURE, CONTENT</b> <i>Learners need to use ...</i>	<b>MAJOR LEARNING EXPERIENCES &amp; EVIDENCE</b> <i>Learners will experience &amp; demonstrate ...</i>
Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.	List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.	Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.
<b>Interpersonal Speaking</b>		
1. I can greet people in culturally appropriate ways.	Hello. How do you do? Nice to meet you. Good bye. 안녕하세요. 처음 뵙겠습니다.	(Demonstration: Greetings) Teacher and TA demonstrate greetings.  (Video Song: Greetings) Students watch a greeting song and recognize the ways of greeting styles with proper body language.

	<p>만나서 반갑습니다. 안녕히 가세요.</p> <ul style="list-style-type: none"> <li>• Culturally appropriate greeting gestures: bowing, eye contact, and hand gestures</li> </ul>	(Inside/Outside Circle: Self-Introduction) Students practice greetings with a partner, using appropriate oral and body language, according to the partner's role (student vs. teacher).
2. I can exchange basic personal information, such as name, where I am from, and where I live.	<p>What is your name? My name is... Where are you from? I am from ... Where do you live? I live in ... 이름이 뭐예요? 제 이름은 ___입니다. 어디 사람이예요? 저는 ___사람입니다. 어디에 살아요? 저는 ___에 살아요.</p> <ul style="list-style-type: none"> <li>• Introduction to common Korean names with a two-syllable structure</li> </ul>	(Information Map) Students greet each other and introduce themselves, giving information about their name, place of origin, and the place they live. Students may keep track of the information they hear from their classmates and places of origin and city they live in on a map.
3. I can use numbers 1-20 to ask and answer questions about age and number of family members.	<p>How old are you? How many are there in your family? 몇 살이에요? 저는 ___살입니다. 가족이 몇 명이예요? 저희 가족은 ___명입니다.</p> <ul style="list-style-type: none"> <li>• Native Korean and Sino-Korean Numbers 0-20</li> <li>• Counters: -살(age), -명(person)</li> </ul>	<p>(Song: Ten little Indian Boys) Students learn a song for practicing numbers 1-10.</p> <p>(Group Work: Making a Graph) Students ask each other's age as a small group and make a graph of the ages of their peers.</p>
4. I can ask and answer questions about favorite things, such as food and animals.	<p>What is your favorite ___ (food, animals)? Do you like ___? I like... I don't like ... 제일 좋아하는 ___(음식, 동물)이 뭐예요? ___을/를 좋아해요? 저는 ___를 좋아해요/안좋아해요.</p> <p>(Food) rice, barley, gourd, vegetables (Animal) snake, swallow, dog, cat...</p>	<p>(Survey: Favorite and the least Favorite Food) Students ask and answer questions about their favorite and least favorite food and record the answers.</p> <p>(Flash Cards) Students are to pick two correct animal cards after getting answers from their partner by asking a question: "What are your favorite and the least favorite animals?"</p>

	<p>(음식) 쌀, 보리, 박, 야채</p> <p>(동물) 구렁이, 제비, 개, 고양이...</p> <p>• Instruction on answering to negative Yes/No questions: English negative (no) vs. Korean negative (yes)</p>	
5. I can ask and answer questions about preferences on daily activities.	<p>What is your favorite daily activity?</p> <p>Which one do you prefer, ___ or ___?</p> <p>제일 좋아하는 일과 활동이 뭐예요?</p> <p>__하고 __중에서, 어떤 것을 더 좋아해요?</p> <p>(Words) activities</p> <p>(Daily routines) get up, eat meals, study, sleep...</p> <p>(단어) 활동</p> <p>(일과행동) 일어나다, 밥을 먹다, 공부하다, 자다...</p>	<p>(Let's Vote!) After students learn daily routines, they poll their classmates about which daily activities they like. After completing the poll, they make a graph with sticky notes to visually represent the favorite daily activities of the class. Once students have narrowed down a few top activities, they are to ask their partner about preferences between the top two activities, by asking "Which one do you prefer, ___ or ___?"</p> <p>(Acting out: Daily Routines) In pair, students ask and answer questions about daily routines while acting them out.</p>
<b>Presentational Speaking</b>		
6. I can introduce myself and give basic personal information.	<p>What is your name?</p> <p>What is your job?</p> <p>How old are you?</p> <p>Where are you from?</p> <p>Where do you live?</p> <p>이름이 뭐예요?</p> <p>직업이 뭐예요?</p> <p>몇 살이에요?</p> <p>어디 사람이예요?</p> <p>어디에 살아요?</p> <p>(Words) mother/mom, father/dad, older brother, older sister, younger brother/sister,</p>	<p>(Calligraphy) Students practice writing their name in Korean calligraphy. Then say their name while holding their calligraphy.</p> <p>(Self-Info Poster) Students make a poster that contains their information, such as name, job, age, their origin country and where they live. Each student gives a presentation about themselves with their self-info poster to the class.</p>

	<p>grandfather, grandmother, twins</p> <p>(단어) 어머니/엄마, 아버지/아빠, 오빠/형, 언니/누나, 남동생/여동생, 할아버지, 할머니, 쌍둥이</p> <p>• Honorific words for name: 이름 vs. 성함</p>	
7. I can orally present my family members.	<p>This is my father/mother.</p> <p>My ___'s name is...</p> <p>This is my brother/sister.</p> <p>이 분은 저희 아버지/어머니예요.</p> <p>저희 ___의 이름은 ___입니다.</p> <p>여기는 저희 오빠/형/남동생, 언니/누나/여동생 이에요.</p>	(Family Presentation) Students watch a video of Korean children presenting their families then create similar presentations of their own families using photos rather than videos. Students present their families to the class.
8. I can talk about my daily routines and personalities.	<p>I do ____.</p> <p>I am ____.</p> <p>In the morning/afternoon/evening</p> <p>At lunch/night</p> <p>저는 ___를/을 해요.</p> <p>저는 _____.</p> <p>아침/오후/저녁에</p> <p>점심/밤에</p> <p>(Daily routines) get up, eat meals, study, sleep...</p> <p>(Personalities) good, bad, kind, unfriendly, active, reserved, easy-going, picky...</p> <p>(일과활동) 일어나다, 밥을 먹다, 공부하다, 자다...</p>	<p>(Rap: My Daily Life) Working with a small group of students, they collect their daily routines and come up with a rap song. A member is to sing some part of the rap song, while the rest of the members are dancing/acting the daily routines. Each takes a turn to sing the rap song.</p> <p>(Group Work: Four Corners) Teacher prepares four flash cards written Heungboo in 2 cards, and Nolboo in the other 2 cards. Students are asked to go to a corner of the classroom. When all students belong to a corner, teacher hands out one of the prepared cards to each group. Students then pretend they are the character and make sentences on daily routines and personalities of the character. As a group, they present to the class.</p>



	(성격) 착하다, 못되다, 친절하다, 불친절하다, 활발하다, 내성적이다, 털털하다, 깐깐하다...	
<p>9. I can list my present life and the old Korean life, regarding jobs, housing, and clothing.</p>	<p>I am a student and I study.  I live in _____.  I wear _____.  They are farmers and they work.  They live in _____.  They wear _____.  저는 학생이고, 저는 공부해요.  저는 _____에 살아요.  저는 _____을/를 입어요.  그 사람들은 농부이고, 일을 해요.  그 사람들은 _____에 살아요.  그 사람들을 _____을/를 입어요.</p> <p>(Job) student, teacher, office worker, engineer, businessman, farmer, fisherman, hunter, boatman, carpenter, beggar  (Housing) apartment, condominium, house, townhouse, hanok, city, rural area  (Clothing items) jeans, pants, shirts, han-bok...</p> <p>(직업) 학생, 선생님, 회사원, 엔지니어, 사업가, 농부, 어부, 사냥꾼, 뱃사공, 목수, 거지  (주택) 아파트, 콘도, 집, 타운하우스, 한옥, 도시, 시골</p>	<p>(Paper Ball Toss: Current Me Old Days Me) Students are to pick one card from two stacks of cards (one stack is red, the other blue). The red color represents old days and blue current days. Those who have red color cards are to say a sentence about old days' job, housing, or clothing. Those with blue cards say a sentence about present life style on jobs, housing, or clothing. Teacher tosses a paper ball to a random student. The person who catches the ball says a sentence. If the sentence is correct, about jobs, housing, or clothing, and correspondent to the color code, teacher draws a tally mark on the board. The team with most tally marks wins the game.</p>

	(옷) 청바지, 바지, 셔츠, 한복...	
10. I can tell my preferences on daily routines, personalities, and living situations.	<p>I like/don't like to ____.</p> <p>I am rich/poor/happy/unhappy.</p> <p>저는 ____을/를 좋아해요/안좋아해요.</p> <p>저는 부자예요/가난해요//행복해요/불행해요.</p> <p>• Negative: -안 + Verb</p>	<p>(Morning, Afternoon, and Night) Students draw three pictures of daily activities they perform during morning, afternoon, and nighttime. They talk about each activity with statements of likes and dislikes.</p> <p>(Survey: Find Someone Who) Students ask and answer questions about personalities until they find three people who have the same personalities as themselves. With the three people, they ask one another if they like their personalities or not.</p>
<b>Presentational Writing</b>		
11. I can make a family tree and label family members on it.	<p>(Family members) mother/mom, father/dad, older brother/sister, younger brother/sister, grandfather, grandmother, twins</p> <p>(가족구성원) 어머니/엄마, 아버지/아빠, 오빠/형, 언니/누나, 남동생/여동생, 할아버지, 할머니, 쌍둥이</p>	(Family Tree) Teacher presents an authentic Korean family photo. On a piece of paper, students are to draw a family tree about the photo and label family members on it.
12. I can write short phrases about my daily routines, personalities and where I live, using memorized words and expressions.	<p>I do ____ in the morning/afternoon/evening.</p> <p>I am a student.</p> <p>I am ____ (personality).</p> <p>I live in an apartment/house/condo...</p> <p>저는 아침/오후/저녁에 ____를/을 해요.</p> <p>저는 학생이에요.</p> <p>저는 ____ (성격).</p> <p>저는 아파트/집/콘도에 살아요.</p> <p>(Daily routines) get up, eat meals, study, sleep...</p>	(A Day Diary) Students are to draw their daily activities with short explanations on a piece of paper that has three sections: morning, afternoon, and night. Then they can add their personalities and places in writing under each drawing, with some help if needed.

	<p>(Personalities) good, bad, kind, unfriendly, active, reserved, easy-going, picky...</p> <p>(Housing) apartment, condominium, house, townhouse, hanok, thatch-roofed house, tile-roofed house, shack</p> <p>(일과활동) 일어나다, 밥을 먹다, 공부하다, 자다...</p> <p>(성격) 착하다, 못되다, 친절하다, 불친절하다, 활발하다, 내성적이다, 털털하다, 깐깐하다...</p> <p>(주택) 아파트, 콘도, 집, 타운하우스, 한옥, 초가집, 기와집, 오두막</p>	
<p>13. I can write a list of words related to old and modern Korean lives, such as jobs, houses and clothes.</p>	<p>(Jobs) student, teacher, office worker, engineer, businessman, farmer, fisherman, hunter, boatman, carpenter, beggar</p> <p>(Housing) apartment, condominium, house, townhouse, hanok, thatch-roofed house, tile-roofed house, shack</p> <p>(Clothing items) pants, shorts, skirt, shirts, tank top, dress, hanbok</p> <p>(직업) 학생, 선생님, 회사원, 엔지니어, 사업가, 농부, 어부, 사냥꾼, 뱃사공, 목수, 거지</p> <p>(주택) 아파트, 콘도, 집, 타운하우스, 한옥, 초가집, 기와집, 오두막</p> <p>(옷) 바지, 반바지, 치마, 티셔츠, 민소매, 원피스, 한복</p>	<p>(Group Work: Old Days Modern Days Poster) As a small group, they make a poster regarding old and modern days of Korea, with visuals of people, clothing, and housing presented. They then label each piece of items in writing.</p> <p>Students make a comparison with the brothers regarding jobs, housing, and clothing by writing lists of characteristics and using memorized words and expressions.</p>
<p><b>Interpretive listening</b></p>		

<p>14. I can mostly listen and identify basic personal information in words and phrases that I have memorized in a peer's presentation.</p>	<p>Hello, my name/job/age is ____.</p> <p>I am from ____.</p> <p>There are ____ in my family.</p> <p>안녕하세요, 제 이름/직업/나이는 ____입니다.</p> <p>저는 ____사람이에요.</p> <p>저희 가족은 ____명이에요.</p>	<p>(In Class Activity) Through instruction and practice, students can respond to simple questions about themselves.</p> <p>(Write As You Hear) When each peer is giving a presentation about themselves, the rest of students are to write information about the presenter, such as name, job, age, and family on their individual board.</p>
<p>15. I can mostly understand simple questions or statements on familiar topics related to biographical information, family, personalities, and housing.</p>	<p>What is your name? My name is...</p> <p>Where are you from? I am from ...</p> <p>Where do you live? I live in ...</p> <p>How old are you?</p> <p>How many family members do you have?</p> <p>What is your personality?</p> <p>What type of housing do you live in?</p> <p>이름이 뭐예요? 제 이름은 ____입니다.</p> <p>어디 사람이예요? 저는 ____사람입니다.</p> <p>어디에 살아요? 저는 ____에 살아요.</p> <p>몇 살이에요?</p> <p>가족이 몇 명이에요?</p> <p>어떤 성격이에요?</p> <p>어떤 (유형의) 주택에 살아요?</p> <p>• Question sentence structure</p>	<p>(Family Tree) Students draw a family tree according to a children's story from an audio recording.</p> <p>(Name Memory Game: My Housing Your Housing) Students sit in a circle. Student A says a sentence about a type of housing he/she lives in. Student B makes a sentence about his/her housing after repeating Student A's housing. Student C tells his/her housing after repeating Student A and B's types of housing. It continues this adds-on speaking activity until everyone takes turns.</p> <p>(Fly Swatter: Personalities) Teacher displays words with helping pictures of personalities on the board, and divides the class into two groups. As teacher says a sentence about personalities, each group representative hits the correct word with a fly swatter. It can be used for housing as well.</p>

<p>16. I can mostly understand simple information when accompanied by visual aids.</p>	<p>(Family members) mother/mom, father/dad, older brother/sister, younger brother/sister, grandfather, grandmother, twins</p> <p>(Job) student, teacher, office worker, engineer, businessman, farmer, fisherman, hunter, boatman, carpenter</p> <p>(Housing) apartment, condominium, house, townhouse, hanok, thatch-roofed house, tile-roofed house, shack</p> <p>(Food) rice, barley,</p> <p>(Animal) snake, swallow, dog, cat...</p> <p>(가족구성원) 어머니/엄마, 아버지/아빠, 오빠/형, 언니/누나, 남동생/여동생, 할아버지, 할머니, 쌍둥이</p> <p>(직업) 학생, 선생님, 회사원, 엔지니어, 사업가, 농부, 어부, 사냥꾼, 뱃사공, 목수, 거지</p> <p>(주택) 아파트, 콘도, 집, 타운하우스, 한옥, 초가집, 기와집, 오두막</p> <p>(음식) 밥,</p> <p>(동물) 구렁이, 제비, 개, 고양이...</p>	<p>(Video Clip: Story of Heungboo Nolboo) Students watch Heungboo Nolboo's story, then they are to guess the storyline by doing English sentence strips to put them in order.</p> <p>(Song: Heungboo or Nolboo) Students watch a video clip containing illustrations of Heungboo Nolboo while listening to the story's song. Then they can find correct information written in English on a piece of paper.</p>
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**Interpretive reading**

<p>17. I can recognize Korean characters, and I can read and understand or interpret some familiar words and phrases relevant to family and everyday life, with the help of visuals.</p>	<p>This is my father/mother.  My ___'s name is...  This is my brother/sister.  I am a student and I study.  이 분은 저희 아버지/어머니예요.  저희 ___의 이름은 ___입니다.  여기는 저희 오빠/형/남동생, 언니/누나/여동생  이에요.  저는 학생이고, 저는 공부해요.  (Job) student, teacher, office worker, engineer,  businessman, farmer, fisherman, hunter, boatman,  carpenter, beggar  (직업) 학생, 선생님, 회사원, 엔지니어, 사업가, 농부,  어부, 사냥꾼, 뱃사공, 목수, 거지  • Korean phonics 자음과 모음  • Knowledge of the Korean alphabet</p>	<p>(Let's Make Syllables) Students are given Korean phonics. Using all of them with a partner, they make syllables and pronounce them.  (Find Cards) As a small group of students, they receive a set of cards containing family members, jobs, and daily activities from the teacher. They place the cards facing up on the floor. Each student takes turn to pick a card. If the student reads the word correctly, he/she can keep it. If not, he/she needs to put the card back. It goes until all the cards are taken. The person who has the most card is a winner of the game.</p>
<p>18. I can understand simple sentences containing a simple greeting in a text message.</p>	<p>Hello.  How do you do?  I'm ___(name).  Nice to meet you.  안녕하세요.  처음 뵙겠습니다.</p>	<p>(Sentence Strips: Text Message) Teacher distributes a set of sentence strips to each group. Students read and put the strips together in order. When done, students read a text message to check if their work was done correctly.</p>

	저는 __입니다. 만나서 반갑습니다.	
19. I can sometimes understand short, simple descriptions of daily life in Korea, with help of pictures.	I go to school in the morning. I do my homework in the evening at home. I study at night. 저는 아침에 학교에 가요. 저는 저녁에 집에서 숙제해요. 저는 밤에 공부해요.	(Cartoon Match) Students are given a handout with a cartoon of a middle school student's life. They are to fill in the blanks with the correct text from a list of sentences in Korean.

## Materials & Other Resources

Describe the primary resources that you plan to use for the program. Be specific so that these resources can be shared with other programs.

### Authentic and adapted/created materials

- Family Photo, <http://cfile218.uf.daum.net/image/2578134F54FEA230331E08>
- Family Tree
- Fly Swatters
- Phonics Cards, <https://s-media-cache-ak0.pinimg.com/736x/4d/8e/f3/4d8ef3f33ab325e04f616ae260a9ee0f.jpg>
- Calligraphy Pens and Paper
- Flashcards
- Posters and Markers
- Diary Note Pads
- Photos of Traditional Housing and Clothing
- Photos of Animals and Food
- Text Message on Simple Greetings

### Activities

- Survey
- Group Work
- Pair Work

- Presentation

#### Games

- Information Gap
- Inside/Outside Circle
- Matching Flash Cards
- Name Memory
- Sentence Strips

#### Songs

- Greeting Song, <https://www.youtube.com/watch?v=D798GzFvfJU>
- Ten Little Indian Boys, <https://www.youtube.com/watch?v=iL3shirBNm8>
- Heungboo Nolboo, <https://www.youtube.com/watch?v=RxjLLSuWK6g>

#### Video Clips

- Greeting Song, <https://www.youtube.com/watch?v=D798GzFvfJU>
- Self-Introduction, <https://www.youtube.com/watch?v=pRCWUp19yIc>
- Family Presentation, [https://www.youtube.com/watch?v=YjIF0\\_KSsYU](https://www.youtube.com/watch?v=YjIF0_KSsYU)
- Heungboo Nolboo Story, [https://www.youtube.com/watch?v=vEbjA\\_KLUYU](https://www.youtube.com/watch?v=vEbjA_KLUYU)

## Daily Schedule

Describe the typical daily schedule for a participant. Consider how to create a program day that blends different types of activities and learning experiences.

TIME FRAME	ACTIVITY


