



2017 STUDENT Program Curriculum Template

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

BASIC PROGRAM INFORMATION

Host Institution:	STARTALK Central				
Program Title:	"The red bean porridge granny and the tiger"				
Language(s):	Korean		Grade(s) of Learners:	K-2	
Heritage Speakers?	X		Non-Heritage Speakers?		
Program Setting:	Residential:		Non-Residential:	x	Distance/Online Component:
	Other (please specify):				
Duration:	Weeks/Days:	3 weeks	Contact Hours:	90	
Target Proficiency Level: (by end of program)	Novice Mid/Novice High		Target Performance Level(s): (during and by end of program)	Novice Mid/Novice High	

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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?

This program is designed for heritage students in grades K to 2 with some previous experience with Korean. Students will be introduced to Korea's folktale, "The Red Bean Porridge Granny and the Tiger." The story is about an old lady who was always nice to her non-human friends and was one day saved by them from being eaten by a tiger. The mean tiger is beaten up and thrown in the river by the non-human friends in a very hilarious way. The story gives children the message that, if they are nice to others, others will help them when they are in trouble. Through the story, students will explore a small mountain village in Korea and see the life of the Granny. At the end of the program, students will be able to compare the life style of the Granny with their own. They will also be able to introduce themselves and others and talk about the members of their family. For their culminating project, students will draw and write about their family and daily routines. The teacher will collect and organize all the students' work to help students make their own portfolios.

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. You will then be able to use LinguaFolio® Online to document the learning targets you've selected.

<p align="center">NCSSFL-ACTFL GLOBAL CAN-DO BENCHMARKS</p> <p align="center"><i>Be sure to label the mode and proficiency level of each statement.</i></p>	<p align="center">PROGRAM CAN-DO STATEMENTS OR NCSSFL-ACTFL CAN-DO STATEMENTS</p> <p align="center"><i>Number the Can-Do statements here and then transfer to Stage 3.</i></p>
Interpersonal Speaking	
<p><u>Novice Mid</u>: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p> <p><u>Novice High</u>: I can communicate and exchange information on familiar topics using phrases and simple sentences, sometimes supported by memorized language.</p>	<ol style="list-style-type: none"> 1. I can exchange greetings with a partner. 2. I can have a simple conversation with a partner covering greetings, name, age, and what grade I am in. 3. I can ask and answer questions about objects in a picture and a storybook using short phrases or simple sentences. 4. I can ask and answer questions about the pictures in a storybook using descriptive words 5. I can ask and answer questions about family members using phrases or simple sentences.
Presentational Speaking	
<p><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.</p> <p><u>Novice High</u>: I can present basic information on familiar topics using language I have practiced using phrases, and simple sentences.</p>	<ol style="list-style-type: none"> 6. I can count to 31 and say how many red beans I have and who has the most in front of the class. 7. I can introduce my friend(s) to my group in simple sentences. 8. I can draw my favorite dish and explain my drawing to my group. 9. I can tell what objects are in which section of the house to my group members. 10. I can tell the whole group who is where and doing what, using the words for the different family members, the different sections of my house and different action words.
Presentational Writing	

Novice Mid: I can write lists and memorized phrases on familiar topics.

Novice High: I can write short messages and notes on familiar topics related to everyday life.

11. I can write simple phrases about myself on a leaf for a class name tree.
12. I can describe a person's attire with three sentences, using colors and correct clothing vocabulary.
13. I can write in the correct column of a T-chart the names of places around me and the names of places around the grandma.
14. I can write who is where, using the words for the different family members and the different sections of my house.

Interpretive Listening

Novice Mid: I can recognize some familiar words and phrases when I hear them spoken.

Novice High: I can often understand words, phrases, and simple sentences related to everyday life. I can recognize pieces of information and sometimes understand the main topic of what is being said.

15. I can recognize and understand words and phrases describing the colors of objects.
16. I can understand with the help of pictures and videos, oral explanations of why Korean people eat red bean porridge on the winter solstice.
17. I can understand with the help of pictures and my teacher's explanation, the story of "the Red Bean Porridge Granny and the Tiger."
18. I can recognize some words, phrases, or sentences when my teacher reads sentences about grandma's attire and ours.
19. I can recognize some words, phrases, or sentences when my teacher says who lives where.
20. I can recognize words, phrases, or sentences about houses, family members, and simple actions.

Interpretive Reading

Novice Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read.

Novice High: I can understand familiar words, phrases, and sentences within short and simple texts related to everyday life. I can sometimes understand the main idea of what I have read.

21. I can read simple sentences describing the four seasons.
22. I can recognize the names of places and match them with the correct pictures.

	<p>23. I can read the names of foods on sticky notes and put the notes in the like section, the don't-like section, or in the middle section of a Venn diagram.</p> <p>24. I can recognize, from the video screen, the words and phrases that I have learned.</p>
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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>Given a sheet of words they have learned in the story, students will read and match the words with the pictures on the sheet.</p> <p>Students will put pictures of the scenes in order after listening to a story.</p>	<p>Students will ask and answer questions with a partner about family members in each other's picture books.</p> <p>Students will ask and answer questions with a partner as they draw out of a bag images of animals, naming the animal and saying whether they like the animal or not.</p>	<p>Students will present about their house and family members, using the words for the different family members, the different sections of their house, and different action words.</p>

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.

<p>PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i></p> <p>Copy these Can-Dos directly from Stage 1, Column 2. Use one row per Can-Do.</p>	<p>LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i></p> <p>List the vocabulary, grammatical structures, language chunks, cultural knowledge, and content information that learners need to accomplish the Can-Dos listed in column 1.</p>	<p>MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i></p> <p>Describe the key learning tasks/activities/formative assessments that allow learners to demonstrate that they can meet the stated Can-Do.</p>
<p>Interpersonal Speaking</p>		
<p>1. I can exchange greetings with a partner.</p>	<p>Hello (안녕하세요?) Nice to meet you. (만나서 반가워요) Goodbye! (안녕히 계세요/안녕히 가세요)</p>	<p>Students observe the teacher and the teaching assistant greet each other.</p> <p>Then students practice greetings using the “Inside Outside Circles.” Split the class into two groups. One group forms the inside circle and the other group forms the outside circle. Ask students in the inside circles to greet the person facing them in the outside circle. When they have done this, their partners in the outside circle do the greetings. On the teacher’s signal, the outside circle moves one step to the right and does the same with their new partners. They keep doing this until they meet with all the different partners.</p> <p>Students greet with appropriate gesture when they see their teacher and/or classmates.</p>
<p>2. I can have a simple conversation with a partner using greetings, name, age, and what grade I am in.</p>	<p>Hello (안녕하세요?) What is your name? (이름이 뭐예요?) My name is--- (제 이름은 ---이에요/예요.) How old are you? (몇 살이에요?)</p>	<p>Students practice self-introduction through the “Sticky Name Tags” game. They will include greetings, names, ages and grades in the self-introduction. Students put on sticky name tags and introduce themselves to each other. They tell each other their names, ages, grades, and their favorite things. Then the pairs switch their name</p>

	<p>I am ----years old. (저는 --- 살 이에요.)</p> <p>What grade are you in? (몇 학년 이에요?)</p> <p>I am (in) --- grade. (저는 ---학년 이에요.)</p> <p>If the name ends with consonant: use "이에요"</p> <p>If the name ends with vowel: use "예요"</p> <p>Native Korean numbers for age.</p> <p>Sino-Korean numbers for grade.</p> <p>Kindergartener (유치원생), first grade (일학년), second grade (이학년)</p>	<p>tags and switch partners and introduce themselves to someone else. Students should introduce themselves according to their nametags, not their actual identities. They switch 3 more times and then students introduce themselves to the whole group, according to their name tag.</p>
<p>3. I can ask and answer questions about the objects in a picture or storybook in phrases or simple sentences.</p>	<p>What is this? (이게 뭐예요?)</p> <p>This is ---- (이건 ---이에요/예요)</p> <p>Do you like ---? (---을/를 좋아해요?)</p> <p>Yes, I like ---. (네, ---을/를 좋아해요.)</p> <p>No, I don't like ---. (아니요, ---을/를 안 좋아해요.)</p> <p>Names of the characters from the story: Grandma, tiger, softshell turtle, chestnut, cow dung, millstone, jige (a device for carrying things on the back), straw mat (할머니, 호랑이, 자라, 알밤, 쇠똥, 멧돌, 지게, 멍석)</p> <p>Names of things: village, red bean patch, big water jar, furnace, river (마을, 팥밭, 물독, 아궁이, 강물)</p>	<p>After students learn vocabulary from the storybook, they find partners by the "Card Grouping activity." The teacher prepares two sets of cards: one with the pictures of objects from the story and the other with the names of the objects. Students walk around and find another person who has the matching word or picture. Those two students then form a pair.</p> <p>Once they have found their partners, each pair is given a copy of a scene from the storybook. Students discuss with each other the objects in the scene, what they are and if they like/dislike them.</p>
<p>4. I can ask and answer questions about the pictures in a storybook using descriptive words.</p>	<p>How is the tiger? (호랑이가 어때요?)</p> <p>The tiger is Hungry. (호랑이는 배고파요)</p> <p>How is grandma? (할머니는 어때요?)</p> <p>The grandma is scared. (할머니는 무서워요.)</p>	<p>Pairs of students are given a paper with drawings of characters from the story. One student points to each character and ask questions, how is ----.</p> <p>The other student answers the questions using descriptive words, ---is -----. Students take turns asking and answering questions.</p>

	<p>How is the chestnut? (알밤은 어때요?) Chestnuts are cute. (알밤은 귀여워요.)</p> <p>How is the furnace? (아궁이는 어때요?) The furnace is hot. (아궁이는 뜨거워요.)</p> <p>Hungry, scary, sad, cold, hot, funny, sad, happy (배고파요, 무서워요, 귀여워요, 차가워요, 뜨거워요, 우스워요, 슬퍼요, 기뻐요)</p>	
5. I can ask and answer questions about family members in phrases or simple sentences.	<p>Who is this person? (이 사람은 누구예요?) This is mom. (엄마예요.)</p> <p>Family terms: family, grandma, grandpa, mom, dad, older sister for boys, older sister for girls, older brother for boys, older brother for girls, younger sibling (가족, 할머니, 할아버지, 엄마, 아빠, 누나, 언니, 형, 오빠, 동생)</p>	<p>Students make their “My Family” step books. They draw the face of each family member and write the family terms on each page. After making the books, students talk with a partner about their step books.</p> <p>One student points and asks, “who is this person?” and the other answers by naming the role of the family member. They take turns asking and answering the questions.</p>
Presentational Speaking		
6. I can count to 31 and say how many red beans I have and who has the most in front of the class.	<p>I have 29 red beans. (저는 팔이 스물 아홉개 있어요.)</p> <p>Who has the most? (누가 제일 많아요?) ---has the most. (---이/가 제일 많아요.)</p> <p>The most: 제일</p> <p>Native Korean numbers for counting 10, 20, 30, 31 (열, 스물, 서른, 서른 하나)</p>	<p>Students are given small plates, and cups filled with red beans. Students count and transfer the red beans from the cups to the plates. The teacher prepares cups with different numbers of red beans and just one contains the biggest number, 31. When the students finish counting the red beans, they write their names under the corresponding number on a chart. Then, looking at the chart, students take turns and present how many they have and who has the most red beans.</p>
7. I can introduce my friend(s) to my group in simple sentences.	<p>My friend’s name is ----.</p> <p>----is --- years old.</p> <p>He/she likes-----.</p> <p>(내 친구 이름은 ---예요/이에요.)</p>	<p>Students think about their real friends after the teacher’s remark that the grandma’s friends are all non-humans. Students draw their friend(s) on a piece of paper and introduce them to group members with their name, age and what he/she likes.</p>

	<p>---은/는 ---살 이에요. ----는 ----을/를 좋아해요.)</p>	
<p>8. I can draw my favorite dish and explain my drawing to the group.</p>	<p>Grandma's favorite dish is Patjuk. (할머니가 제일 좋아하는 음식은 팥죽이에요.)</p> <p>My favorite food is --- (내가 제일 좋아하는 음식은 ---예요/이에요)</p> <p>--- is delicious/ not delicious (---은/는 맛있어요/맛없어요)</p> <p>There is (ingredient) in (name of food). (---에 ---이/가 있어요.)</p>	<p>Teacher reminds students that the Granny's favorite food is Patjuk (the red bean porridge). Students draw their favorite dish on a paper and tell the group what their favorite dish is, if it is delicious, and one or two main ingredients in the food.</p> <p>Students use the ingredient chart that the teacher has posted on the board.</p>
<p>9. I can tell what objects are in which section of the house to my group members.</p>	<p>There is a bed in the bedroom (방에 침대가 있어요.)</p> <p>Bedroom, kitchen, living room, bathroom, garage, yard (방, 부엌, 거실, 목욕탕, 차고, 마당)</p> <p>Bed, closet, table, stove, sofa, television, bath tub, stool, tooth paste, tooth brush, car, junk, tree, flower</p> <p>(침대, 옷장, 테이블, 스토브, 소파, 텔레비전, 욕조, 변기, 치약, 칫솔, 차, 쓰레기, 나무, 꽃)</p>	<p>Each student is given an outline drawing of a house that is divided into sections of bedrooms, kitchen, living room, bathroom, garage, and yard.</p> <p>Students draw and label 2 objects in each section of the house.</p> <p>Students tell what they have in each section of their house to group members.</p>
<p>10. I can tell the whole group who is where and doing what, using the words for the different family members, the different sections of my house and different action words.</p>	<p>(My) Mom cooks in the kitchen. 엄마는 부엌에서 요리해요.</p> <p>(My) Dad reads in the living room. 아빠는 거실에서 책을 읽어요.</p> <p>(My) Older sister sleeps in the bedroom. 언니/누나는 방에서 자요.</p> <p>(My) Older brother is cleaning the garage. 오빠/형은 차고에서 청소해요.</p>	<p>After students practice family member words, parts of the house, and action words, they are given an outline diagram of a house. Students put different family members in the different sections of their house and different action words in the diagram.</p> <p>Finally, students present to the whole group who is where and doing what, using the words for the different family members, the different sections of their house and different action words.</p>

	<p>(My) Younger sibling plays in the yard. 동생은 마당에서 놀아요.</p> <p>To make, to cook, to read, to sleep, to clean, to play, to eat, to drink, to watch (만들어요, 요리해요, 워어요, 자요, 청소해요, 놀아요, 먹어요, 마셔요, 봐요)</p>	
Presentational Writing		
<p>11. I can write simple phrases about myself on a leaf for a class name tree.</p>	<p>Name Age: 5 살, 6 살, 7 살, 8 살 I like---</p>	<p>The teacher prepares a big tree trunk and tree leaves with construction paper.</p> <p>Each student writes his/her name, age, and what he/she likes on a leaf. After writing simple information on the leaves, students create a "Class Name Tree" by putting their leaves on the tree.</p>
<p>12. I can describe a person's attire with three sentences, using colors and correct clothing vocabulary.</p>	<p>She is wearing a red dress. She is wearing yellow shoes. She is wearing a blue hat.</p> <p>To wear for clothes: 입어요 To wear for shoes/socks: 신어요 To wear for caps/hats: 써요</p> <p>Clothes, dress, shoes, socks, hat, pants, skirt (옷, 드레스, 신발, 양말, 모자, 바지, 치마)</p>	<p>Students do a collage to show a person's fashion by cutting out pictures from old fashion magazines.</p> <p>After finishing the collage, students write 3 sentences about what the person is wearing, using the correct clothing vocabulary.</p>
<p>13. I can write in the correct column of a T-chart the names of places around me and the names of places around the grandma.</p>	<p>There is ---- (---이/가 있어요.) The places around the grandma: mountain, field, grandma's house, red bean patch, river, tiger's den (산, 들, 할머니 집, 팥밭, 강, 호랑이 굴)</p>	<p>The Teacher prepares a T-Chart with one side labeled as "grandma" and the other side labeled as "me."</p> <p>Students then write what kinds of places are around the grandma and what kinds of places are</p>

	The places around me: school, houses, field, store, library, bakery, or swimming pool (학교, 집, 가게, 도서관, 빵집, 수영장)	around themselves. Students use the format, “there is --- (---이/가 있어요.)”
14. I can write who is where, using the words for the different family members and the different sections of my house.	Mom is in the kitchen. Dad is in the living room. Older sister is in the bedroom. Older brother is in the garage. Younger sister is in the bathroom. Younger brother is in the yard.	After learning the family member words and the names of the sections of their houses, students practice writing sentences. Students log on to storyboardthat.com and make different scenes for the different sections of their house, filling in the bubbles with the sentences, “who is where.”
Interpretive Listening		
15. I can recognize and understand words and phrases describing the colors of objects.	Red bean, blue river, yellow shoes, green soft-shell turtle, brown cow dung, black furnace, white Han-bok (Korean costume), grey millstone (빨간색 팥, 파란색 강물, 노란색 신발, 초록색 자라, 고동색 쇠똥, 까만색 아궁이, 하얀색 한복, 회색 멧돌) Red, blue, yellow, green, brown, black, white, grey (빨간색, 파란색, 노란색, 초록색, 고동색, 까만색, 하얀색, 회색)	Students are given a bag with descriptive words in it. They take out the cards and display them on their desks. When the teacher says the colors and names of the objects, the students hold up the cards with the correct color and object.
16. I can understand with the help of pictures and videos, oral explanations of why Korean people eat red bean porridge on the winter solstice.	The monster runs away when it sees the color red. We share it with our neighbor. (귀신이 빨간색을 보면 도망가요. 이웃과 나누어 먹어요.) Winter solstice, red bean porridge, neighbor, monster, share (동지, 팥죽, 이웃, 귀신, 나누어 먹어요)	The teacher shows pictures of patjuk (red bean porridge) and the video, “맛있는 동지 팥죽을 먹어봐요 (Try delicious solstice red bean porridge).” After watching the video, students showcase their understanding of why Koreans eat patjuk on the winter solstice by drawing the scenes that represent the reasons.
17. I can understand with the help of pictures and my teacher’s explanation, the story of “the Red Bean Porridge Granny and the Tiger.”	Where is----? (---은/는 어디에 있어요?) Names of the characters from the story: Grandma, tiger, softshell turtle, chestnut, cow dung, millstone, jige (a device for carrying things	The teacher reads the book, “the Red Bean Porridge Granny and the Tiger.” The teacher stops at times to show the pictures, to repeat the

	<p>on the back), straw mat (할머니, 호랑이, 자라, 알밤, 쇠뿔, 멧돌, 지게, 멍석)</p> <p>Names of things: village, red bean patch, big water jar, furnace, river (마을, 팥밭, 물독, 아궁이, 강물)</p>	<p>words, phrases, or sentences and explains the scenes.</p> <p>After listening to the story, students break into groups of 4. The teacher gives 4 sequential pictures of the story to each group. Group members then figure out the sequence and put them in order.</p> <p>Then the teacher says the names of the objects/characters and the students point to the matching pictures.</p>
<p>18. I can recognize some words, phrases, or sentences when my teacher reads sentences about grandma's attire and ours.</p>	<p>What are you wearing? (무엇을 입었어요?)</p> <p>Grandma (Halmoni) is wearing hanbok. (할머니는 한복을 입었어요.)</p> <p>Grandma is wearing rubber shoes. (할머니는 고무신을 신었어요.)</p> <p>I am wearing T-shirts and pants. (저는 티셔츠하고 바지를 입었어요.)</p> <p>I am wearing sneakers. (저는 운동화를 신었어요.)</p>	<p>The teacher shows the pictures of grandma and asks students to look at the clothes she is wearing and the clothes they are wearing.</p> <p>The teacher then explains the differences in simple sentences.</p> <p>Then the teacher hands out worksheets with a chart with two columns: one column is for "Grandma" and the other is for "Me." Under the column, there are various pictures that represent the attire of the grandma and that of the students. Students listen to the teacher and circle the corresponding pictures.</p>
<p>19. I can recognize some words, phrases, or sentences when my teacher says who lives where.</p>	<p>Where do you live? (어디에서 살아요?)</p> <p>Grandma lives in the straw house. (할머니는 초가집에서 살아요.)</p> <p>Grandma lives on the mountain. (할머니는 산에서 살아요.)</p> <p>I live in an apartment. (저는 아파트에서 살아요.)</p> <p>I live in a house. (저는 집에서 살아요.)</p> <p>I live in Seattle. (저는 시애틀에서 살아요.)</p>	<p>The teacher demonstrates how to say "I live in..." and asks each student to say where they live.</p> <p>The teacher hands out worksheets with the pictures of grandma and "me" on the left side, and the pictures of places on the right side. When the teacher reads sentences that describe the places where grandma and the students live, students draw connecting lines between the appropriate place and person.</p>

<p>20. I can recognize words, phrases, or sentences about houses, family members, and simple actions.</p>	<p>The grandma makes Patjuk (red bean porridge) in the kitchen. 할머니는 부엌에서 팥죽을 만듭니다.</p>	<p>After the teacher introduces new verbs and sentences, each student is given a bag of small cards with pictures of family members, parts of the house, and actions.</p> <p>When the teacher reads the sentences, students select three cards in order to represent each sentence the teacher is reading. The three selected cards include one for a family member, one for a part of the house, and one for the action.</p>
<p>Interpretive Reading</p>		
<p>21. I can read sentences describing the four seasons in simple sentences.</p>	<p>Winter is cold. (겨울은 추워요.) The grandma is cold (할머니는 추워요.) 4 seasons (봄, 여름, 가을, 겨울) Warm, hot, cool, cold (따뜻해요, 더워요, 추워요, 시원해요)</p>	<p>Each student will be given a graphic organizer divided into four sections representing each of the four seasons. The teacher will show the students cards with the seasons written on them. Students will read the words and draw the corresponding pictures or scenes in the sections.</p>
<p>22. I can recognize the names of places and match them with the correct pictures.</p>	<p>There is ---- (---이/가 있어요.) The places around the grandma: mountain, field, grandma's house, red bean patch, river, tiger's den (산, 들, 할머니 집, 팥밭, 강, 호랑이 굴) The places around me: school, houses, field, store, library, bakery, or swimming pool (학교, 집, 가게, 도서관, 빵집, 수영장)</p>	<p>Students are divided into 2 groups and draw one village and one city: one group draws a village with the places around the grandma. The other group draws a city/town with the places around the students.</p> <p>Then the teacher gives the students several sticky notes with the names of places. Students read the notes and put them on the right drawing and in the right places.</p>
<p>23. I can read the names of foods on sticky notes and put the notes in the like section, don't-like section, or in the middle section of a Venn Diagram.</p>	<p>Like/ don't like (좋아해요/안 좋아해요) Gimbab, bibimbab, bul-go-gi, pizza, hamburger, patjuk, carrot, broccoli, cabbage, radish, cucumber, squash, onion, meat (김밥, 비빔밥, 불고기, 피자, 햄버거, 팥죽, 당근, 브로콜리, 배추, 무우, 오이, 호박, 고기)</p>	<p>After the students learn the names of foods, the teacher posts or draws a big Venn Diagram on the board. Then students are given sticky notes with the names of food written on them. Students read the names of the foods and put them in the "like" section or the "don't like" section of the diagram.</p>

		They may put them in the middle section if they are neutral about a food.
24. I can recognize, from the video screen, the words and phrases that I have learned.	<p>Names of the characters from the story: Grandma, tiger, softshell turtle, chestnut, cow dung, millstone, jige (a device for carrying things on the back), straw mat (할머니, 호랑이, 자라, 알밤, 쇠똥, 멧돌, 지게, 멍석)</p> <p>Names of things: mountain, village, red bean patch, big water jar, furnace, river (산, 마을, 팔발, 물독, 아궁이, 강물)</p>	<p>The teacher shows the video, “the Red Bean Porridge Granny and the Tiger.” The teacher sometimes points out the words, phrases, or sentences that the students have learned.</p> <p>The teacher prepares bags with 10 different sentence strips that represent what happened in the story. Each student reads the sentence strips and puts them in the proper order.</p>

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.

Jong-i-jup-gi (origami) papers
 Colored copy papers
 Large papers for posters and graphic organizers
 Outline drawings of several different folk paintings
 Number chart on the wall (0-31)
 Pictures of story characters on the wall
 Felt board with various vegetables and fruits
 Various food pictures
 Pictures of Korean traditional houses and American houses
 Alphabet magnets
 Color chart on the wall
 Chopsticks, small plates, and cups with red beans
 Making cartoon website: <http://www.storyboardthat.com/>
 Music video " 가나다송 (Ga-Na-Da Song)" https://www.youtube.com/watch?v=m0_1HVYpFOU

Music video "모음송 (Vowel Song)" <https://www.youtube.com/watch?v=pP6OhJvWZhs>

Music video "아이스크림송 (Ice Cream Song)" https://www.youtube.com/watch?v=omZsF2l_waY

Music video "머리어깨무릎 (Body Parts Song)" <https://www.youtube.com/watch?v=hHB06QTr2u4>

Music video "돌돌 말아 김밥 (Gimbab Song)" <https://www.youtube.com/watch?v=Xk5eqGpt4IA>

Music video "짜장면 주세요 (Give me Jajangmyun)" <https://www.youtube.com/watch?v=fqEW8U7RVYU>

Music video, "열마리 파리 (10 flies)" <https://www.youtube.com/watch?v=wrn7PW8EgUk>

Music video "수박이 좋아 (I like Watermelon)" <https://www.youtube.com/watch?v=V96YAiw4jzE>

Video "Animal Sound for Children" <https://www.youtube.com/watch?v=h8Q-jlHBcXM>

Book, "팔죽할머니와 호랑이 (The red bean porridge granny and the tiger)" 조대인 글 최숙희 그림

Video, "팔죽할머니와 호랑이 (The red bean porridge granny and the tiger)" <https://www.youtube.com/watch?v=fPh4EyAKI4w>

Video, story reading, "팔죽할머니와 호랑이 (The red bean porridge granny and the tiger)" <https://www.youtube.com/watch?v=iTWpunWHcAg>

Video, "맛있는 동지 팔죽을 먹어봐요 (Try delicious solstice red bean porridge)" https://www.youtube.com/watch?v=E1UqI5F5_r4

Daily Schedule

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

TIME FRAME	ACTIVITY