



2015 STUDENT Program Curriculum Template

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

BASIC PROGRAM INFORMATION

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| Host Institution: | STARTALK Central | | | | |
| Program Title: | Korean fairy tale of Kongjwi and Patjwi | | | | |
| Language(s): | Korean | | Grade(s) of Learners: K-2, 3-5, 6-8, 9-12 | 3-5 | |
| Heritage Speakers? | Yes | | Non-Heritage Speakers? | No | |
| Program Setting: | <i>Residential:</i> | | <i>Non-Residential:</i> | x | <i>Distance/Online Component:</i> |
| | <i>Other (please specify):</i> | | | | |
| Duration: | <i>Weeks/Days:</i> | 3 weeks | <i>Contact Hours:</i> | 90 | |
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| Target Proficiency Level: (by end of program) | Novice Mid | | Target Performance Level(s): (during and by end of program) | Novice Mid | |
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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?

Students will explore the well-known traditional Korean fairy tale from the Josean Dynasty, “Kongjwi and Patjwi”. The story of Kongjwi and Patjwi will allow learners to make comparisons with the characters and settings in the Western fairy tale, “Cinderella”. Students will first listen to the fairy tale. Then they will be shown pictures that depict the actions in the story and will be asked to arrange the pictures in the correct order. The pictures will have blank speech balloons and students will have a chance to fill in the balloons. Students, working in pairs, will talk about the various characters’ names, ages, occupations, appearance and clothing and compare them to characters in Cinderella. Students can also make more detailed comparisons by examining housing, food, and daily activities in the two stories. Students will also be able to talk about their own life styles and how they are different from the people in the Josean Dynasty. Students will also create a script that is a modern version of Kongjwi and Patjwi and then act out the story. As students learn the story, they can talk to each other about their own family and social circumstances, describe places and events and make comparisons among themselves. They also have the opportunity to understand a young woman’s life in the Josean Dynasty and how different it was from their own.

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.

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.

Interpersonal Speaking

Novice Mid: I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.

1. I can greet others politely.
2. I can exchange some basic introductory information about me with others, such as my name, age, and where I am from.
3. I can exchange information about my family and pet with the help of visuals.
4. I can exchange some information about a book, such as the names of the characters, things, and pets, with the help of visuals.
5. I can exchange the location of characters, things, and animals from the storybook.
6. I can talk with a partner about my daily life using visuals and talk about what the characters are doing in the storybook.

Presentational Speaking

Novice Mid: I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.

7. I can introduce myself and my family using visuals.
8. I can describe basic information of my favorite animal using visuals.
9. I can describe the main character in a story with words and memorized expressions.
10. I can explain where the characters, things, and animals are located.
11. I can retell the story in words, phrases, and memorized expressions while using gestures and visuals as support for my presentation.

Presentational Writing

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

12. I can write simple phrases about myself.
13. I can write about my daily life using memorized words and phrases.
14. I can write lists of things, animals, activity words, and color words.
15. I can write simple phrases to complete speech balloons in the storybook with the help of sample words and sentences.

Interpretive Listening

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

16. I can recognize and sometimes understand words and phrases that I have memorized.
17. I can locate characters, things, and animals in the correct place.
18. I can understand clothing words and color words.

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| | 19. I can sometimes understand simple questions or statements on familiar topics related to biographical information, such as names and ages. |
| Interpretive Reading | |
| Novice Mid: I can recognize some letters or characters. I can understand some learned or memorized words and phrases when I read. | <p>20. I can read and understand the characters from the book.</p> <p>21. I can read and understand speech balloons and act them out.</p> <p>22. I can read and understand others' biographical information including name, age, nationality, family, and pet.</p> <p>23. I can sometimes read and understand learned or memorized words and phrases describing others' daily life.</p> <p>24. I can recognize a few words, phrases, and characters in a storybook with the help of visuals.</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 |
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| 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. |
| Each of the students will make a simple chart comparing the life of the main characters in the fairy tale and their own, which include basic biographic information, appearance, and daily life activities that they have learned from the class. One side of the chart details the character's life and the other side their own. | Students will work in pairs, sharing information on a main character's life in the fairy tale and compare her life with their own. | Students will work in small groups, each student retelling a selected portion/scene of the story by using memorized phrases, gestures, and visuals. |

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.

| PROGRAM CAN-DO STATEMENTS NCSSFL-ACTFL CAN-DO STATEMENTS <i>Learners can ...</i> | LANGUAGE, CULTURE, CONTENT <i>Learners need to use ...</i> | MAJOR LEARNING EXPERIENCES & EVIDENCE <i>Learners will experience & demonstrate ...</i> |
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| 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. |
| Interpersonal Speaking | | |
| 1. I can greet others politely. | Hello, How are you? (안녕하세요?) Goodbye. (안녕히 가세요, 안녕히 계세요.) Nice to meet you. (만나서 반가워요.) Culturally appropriate gestures (bowing) | Students will observe native speakers greeting each and imitate what they observe. Then they will practice greetings to the teacher, each other, and camp guests, appropriately. Students will hold images, play the roles of various family members from the anchor story, and greet each other in appropriate ways. |
| 2. I can exchange some basic introductory information about me with others, such as my name, age, and where I am from. | What is your name? (이름이 뭐예요?) My name is... (...이예요/예요) Where are you from? (어느 나라 사람이예요?) I am from... (...사람이예요.) How old are you...? (몇 살이예요?) I am... years old. (...살이예요.) | Students will interview classmates to find others who have the same names, ages, nationality and who live in the same area, etc. Students will complete a "Find Someone Who . . ." grid as they interview their classmates. Students will receive picture cards with the characters from the storybook. Students will pretend to be the characters and exchange basic information in a small group. |

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| | <p>Where do you live? (어디에 살아요?)</p> <p>I live in... (...에 살아요.)</p> <p><u>Vocabulary</u></p> <p>Numbers (Native Korean numbers)</p> <p>(하나, 둘, 셋, ...)</p> | |
| <p>3. I can exchange information about my family and pet with the help of visuals.</p> | <p>Who is this person? ((이 사람이) 누구예요?)</p> <p>He/she is ... (...이에요/예요)</p> <p>What is his/her name? ((이 사람) 이름이 뭐예요?)</p> <p>His/her name is... (...이에요/예요)</p> <p>Where is he/she from? (어느 나라 사람이에요?)</p> <p>He/she is from... (...이에요/예요.)</p> <p>How old is he/she? (몇 살이에요?)</p> <p>He/she is... years old. (...살이에요.)</p> <p>Where does he/she live? (어디에 살아요?)</p> <p>He/she lives in... (...에 살아요.)</p> <p><u>Vocabulary</u></p> <p>Numbers (Native Korean numbers)</p> <p>(하나, 둘, 셋, ...)</p> <p>Names of family members (아버지, 어머니, 오빠,</p> | <p>Students will draw their own family members and pets on a separate blank flashcard. Students in a small group then mix the cards on the table, pick a card randomly, then ask and answer questions about them.</p> <p>Have students sculpt their family members and pets using play dough. Students in pairs point to their play dough sculptures and ask and answer questions about them.</p> |

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| | <p>형, 언니, 누나, 동생...)</p> <p>Names of the animals (개, 강아지, 고양이, 두꺼비, 거북이, 참새...)</p> | |
| <p>4. I can exchange some information about a book such as the names of the characters, things, and pets, with the help of visuals.</p> | <p>Who is this person? ((이 사람이) 누구예요?)</p> <p>What is his/her name? ((이 사람) 이름이 뭐예요?)</p> <p>What is this? (이게 뭐예요?)</p> <p>It is... (...이에요/예요.)</p> <p><u>Vocabulary</u></p> <p>Name of things in the story book (꽃신, 절구통, 마루, 잔칫집, ...)</p> <p>Name of the animals in the story book (두꺼비, 참새, 쥐, 소...)</p> | <p>Students in pairs receive picture cards of characters and animals from the storybook. Students ask and answer questions about who the person/animal is. Have the students pair up with different classmates. In these new pairs, have one student show the other a glimpse of the card and asks who they think the person/animal is. The other student should answer with the correct person/animal in the shown card.</p> <p>The teacher and volunteers place picture cards of things from the storybook around the classroom and walk around with stickers. Students in pairs walk around to ask and answer questions about what the thing is. If the pair says the correct answer in front of the teacher or volunteers, they get a sticker.</p> <p>Students pick a picture card with animals and take on the role of that animal. They will use the vocabulary that they have learned and will pair up with various partners asking and answering questions to learn more about the animal of their partner's card.</p> |
| <p>5. I can exchange the location of characters, things, and animals from the storybook.</p> | <p>Where is (Name of characters, things, animals) located? (...이/가 어디에 있어요?)</p> <p>He/she/it is located... (...위/아래/앞/뒤/오른쪽/왼쪽/안에 있어요.)</p> | <p>Information gap: Student A receives one page of the storybook with some characters, things and animals. Student B receives action figures from the storybook. Student B asks questions such as "Where is (Name of characters, things, animals) located?" and Students A answers the questions using location words.</p> |

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| <p>6. I can talk with a partner about my daily life using visuals and talk about what the characters are doing in the storybook.</p> | <p>What do you do at ... (...에 뭐 해요?)</p> <p>I do... at... (...에...을/를 해요/먹어요/마셔요/읽어요/신어요.)</p> <p>What does (Name of the characters or animal from the book) do ... (...이/가 뭐 해요?)</p> <p>This person is doing...</p> <p>(을/를 해요/먹어요/마셔요/읽어요/신어요...)</p> <p><u>Vocabulary</u></p> <p>Numbers (Sino, Native Korean numbers) (하나- 일, 둘-이, 셋-삼...)</p> <p>Time words (시, 분, 초)</p> <p>Activity words (하다, 먹다, 마시다, 보다, ...)</p> | <p>Information gap: Both students receive a grid and a bag of pictures of activities. Times are written on each grid. Student A thinks of what he/she does at certain times and puts corresponding activity cards to all time slots on the grid. Student B asks the question, “What do you do at ...” and student A answers the questions while looking at his/her grid. Student B puts the correct activity card on his/her grid based on Student A’s answer. Once finished, they compare their grids. Have the students do this activity again with reversed roles.</p> <p>The teacher will attach a sticky note or sign to the back of each student or put a headband on each student with the name of a character or animal from the storybook. Students will take turn to ask memorized questions to find out their own identities.</p> |
| <p>Presentational Speaking</p> | | |
| <p>7. I can introduce myself and my family using visuals.</p> | <p>My name is... (저는....이에요/예요)</p> <p>I am from... (저는...사람이에요.)</p> <p>I am ...years old. (저는...살이에요.)</p> <p>I live in... (저는...에 살아요.)</p> <p>He/she is... (이 사람은...이에요/예요)</p> <p>He/she is...years old. (이 사람은...살이에요.)</p> <p>He/she lives in... (이 사람은...에 살아요.)</p> | <p>Students will create avatars using Blabberize.com to introduce themselves, first as their true selves and then later as their zoo animals. Students will then listen to the Blabberized zoo animals and ask questions to see who created each one.</p> <p>Students will use the family tree collages that they created to introduce their families to other students.</p> |

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| <p>8. I can describe basic information of my favorite animal using visuals.</p> | <p>I like (Name of animals)... (저는...을/를 좋아해요.)</p> <p>The color of (Name of animals) is... (...색이에요.)</p> <p>The (Name of animals) lives... (...에 살아요.)</p> <p>The (Name of animals) eats... (...을/를 먹어요.)</p> <p>The (Name of animals) does... (...을/를 해요.)</p> | <p>Students choose his/her favorite animal and create a collage using picture cards of colors, habitats, foods, and activities.</p> |
| <p>9. I can describe the main character in a story with words and memorized expressions.</p> | <p>He/she is ... (이 사람은....이에요/예요.)</p> <p>His/her name is...</p> <p>(이 사람의 이름은....이에요/예요.)</p> <p>He/she is from... (이 사람은...사람이에요.)</p> <p>He/she is... years old. (이 사람은...살이에요.)</p> <p>He/she lives in... (이 사람은...에 살아요.)</p> <p>He/she likes... (이 사람은...을/를 좋아해요.)</p> <p>This person is doing...</p> <p>(을/를 해요/먹어요/마셔요/읽어요/신어요...)</p> <p>This person is (tall, short, pretty, cute, cool, etc.)</p> <p>(이 사람은</p> <p>키가</p> <p>커요/작아요/예뻐요/귀여워요/멋있어요...)</p> | <p>Students will work in groups to create an outline of one of the characters in the storybook. They can do this by tracing the body of one of the students on paper. They then pick images that represent their character and attach those images to the characters. The group then uses those figures to introduce their character to the class. The character drawings will be displayed and students will add appropriate words and images as they see fit to each character.</p> |
| <p>10. I can explain where the characters, things, and animals are located.</p> | <p>He/she/it is located at... (...이/가 위/아래/앞/뒤/오른쪽/왼쪽/안에 있어요.)</p> | <p>Speed race: Teacher prepares one long strip of squares with pictures of characters, things, and animals located in different places. Students in pairs receive this one long strip. Each student holds one end of the strip and races to correctly</p> |

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| | | <p>speak where the characters, things, and animals are located at in each square toward the other end of the strip. When they meet up in the middle, they play Rock-paper-scissors. The winning student keeps that middle position and moves forward while the other student goes back to the beginning of his/her side of strip. They keep playing until one student reaches to the other student's end.</p> |
| <p>11. I can retell the story in words, phrases, and memorized expressions while using gestures and visuals as support for my presentation.</p> | <p>Selected vocabulary and expressions from a skeleton version of the story book (콩쥐가 일을 해요, 팥쥐가 놀아요, 콩쥐가 울어요, 선녀가 옷을 줘요...)</p> | <p>Working in small groups, students will retell a selected portion/scene of the story by using memorized phrases, gestures, and visuals.</p> <p>As they collaborate, the teacher will circulate to listen in and guide when necessary. On a signal from the teacher, groups will exchange scenes and repeat the task.</p> |
| <p>Presentational Writing</p> | | |
| <p>12. I can write simple phrases about myself.</p> | <p>Body parts (머리, 어깨, 무릎, 발, 손, 눈...)</p> <p>Clothing words: Wear clothes, t-shirt, pants, shorts, skirts, etc. (옷, 티셔츠, 바지, 반바지, 치마... 입어요) Wear hats, glasses, sunglasses (모자, 안경, 썬글라스 써요.) Wear shoes, sneakers, dress shoes, etc. (신발, 운동화, 구두,... 신어요.) Wear necklace, earrings, bracelet, etc. (목걸이, 귀걸이, 팔찌,... 해요.)</p> <p>Color words: Red, orange, yellow, green, blue, navy, purple,</p> | <p>Students will create "wild selves" and write simple captions including their names and other memorized phrases.</p> |

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| | white, black, gray...etc. (빨간색, 주황색, 초록색, 파란색, 남색, 보라색, 흰색, 까만색, 회색...) | |
| 13. I can write about my daily life using memorized words and phrases. | Numbers (Sino, Native Korean numbers) (하나-일, 둘-이, 셋-삼...) Time words (시, 분, 초) Activity words (하다, 먹다, 마시다, 보다, ...) | Students will receive a daily schedule chart that they will use to create their own daily schedule for the summer using time and activity words. |
| 14. I can write lists of things, animals, activity words, and color words. | Compilation of words, phrases, and expressions learned throughout the unit (일해요, 놀아요, 옷을 입어요, 신발을 신어요...) | Students will list the words associated with the images that are depicted in the collages of likes and dislikes. They will add images and words to a class collage throughout the program. At the end of the program, each student will have a digital image of the class collage as a reminder of the words and phrases they have learned, and they will be able to use this image to share simple sentences with their families by the end of the program. |
| 15. I can write simple phrases to complete speech balloons in the storybook with the help of sample words and sentences. | Compilation of words, phrases, and expressions learned throughout the unit (어디 가요? 지금 뭐 해요? 잔치에 가고 싶어요...) | Students in pairs receive one page of a storybook with blank speech balloons. They read the provided words, phrases, and expressions and write the most appropriate sentences in the blank speech balloons. |
| Interpretive Listening | | |
| 16. I can recognize and sometimes understand words and phrases that I have memorized. | Activity verbs (하다, 먹다, 마시다, 보다, ...) Things (책상, 의자...) Animals (개, 강아지, 고양이, 두꺼비, 거북이, 참새...) | Students in pairs receive picture cards of animals and spread them out on their table. The teacher calls out one of the cards and the pairs compete to point it out first. The teacher says activity verbs and students act out the corresponding action. Teacher calls for items in the classroom and |

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| | | students search for and bring them to the teacher. |
| 17. I can locate characters, things, and animals in the correct place. | <p>Name of the characters (공쥐, 팔쥐, 새엄마, 선녀, 원님...)</p> <p>Names of things (호미, 옷감, 좁쌀, 베...)</p> <p>Names of animals (두꺼비, 참새, 쥐, 소...)</p> <p>Location words</p> | Students in pairs receive a paper with a scene from the storybook without characters, things, and animals. Teacher explains the locations of each character, thing, and animal and students will draw those images in the correct place. |
| 18. I can understand clothing words and color words. | <p>Clothing words:</p> <p>Wear clothes, t-shirt, pants, shorts, skirts, etc. (옷, 티셔츠, 바지, 반바지, 치마... 입어요)</p> <p>Wear hats, glasses, sunglasses (모자, 안경, 썬글라스 써요.)</p> <p>Wear shoes, sneakers, dress shoes, etc. (신발, 운동화, 구두,... 신어요.)</p> <p>Wear necklace, earrings, bracelet, etc. (목걸이, 귀걸이, 팔찌,... 해요.)</p> <p>Color words:</p> <p>Red, orange, yellow, green, blue, navy, purple, white, black, gray...etc.</p> <p>(빨간색, 주황색, 초록색, 파란색, 남색, 보라색, 흰색, 까만색, 회색...)</p> | Students will receive pictures of characters from the storybook and some crayons. Have the teacher describe the color of each character's clothes and have the students color the characters with the corresponding crayons. |
| 19. I can sometimes understand simple questions or statements on familiar topics related to biographical information, such as names and ages. | <p>Name (...이에요/예요)</p> <p>Nationality (...사람이에요.)</p> <p>Age (...살이에요.)</p> <p>Family members (아버지, 어머니, 오빠, 형, 언니,</p> | Students will listen to conversations between native speakers and will complete graphic organizers to capture basic information on each person. |

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| | <p>누나, 동생...)</p> <p>Like/dislike (좋아해요, 싫어해요)</p> | |
| Interpretive Reading | | |
| <p>20. I can read and understand the characters from the book.</p> | <p>Korean alphabet</p> | <p>Students in pairs receive name cards of characters and picture cards of things from the storybook. They read the name card together and attach the corresponding pictures such as crown, broom, wand, etc. next to the name card.</p> |
| <p>21. I can read and understand speech balloons and act them out.</p> | <p>Compilation of words, phrases, and expressions learned throughout the unit (어디 가요? 지금 뭐 해요? 잔치에 가고 싶어요...)</p> | <p>Students read the written speech balloons and act out the sentences.</p> |
| <p>22. I can read and understand others' biographical information including name, age, nationality, family, and pet.</p> | <p>Name (...이에요/예요)</p> <p>Nationality (...사람이에요.)</p> <p>Age (...살이에요.)</p> <p>Family (아버지, 어머니, 오빠, 형, 언니, 누나, 동생...)</p> <p>Animals (개, 강아지, 고양이, 두꺼비, 거북이, 참새...)</p> | <p>Students will work in groups to match images and words from the class collage of their biographical information.</p> |
| <p>23. I can sometimes read and understand learned or memorized words and phrases describing others' daily life.</p> | <p>Action words (하다, 먹다, 마시다, 보다, ...)</p> | <p>Students in pairs receive a bag of pictures of people doing activities and sentences with activity words. Students work together to match a word with its corresponding picture.</p> <p>The teacher attaches action words on the board. Students in small groups read the words together and act out the words. Then students in each group stand in a line and face forward. The student at the back of the line receives one card</p> |

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| | | with an action word. He/she taps the student in front to ask to turn around and acts out the word only to him/her while the students in front of them can't see them. Repeat this until you reach to the front of the line. The student in front of the line then picks the correct action word on the board. |
| 24. I can recognize a few words, phrases, and characters in a storybook with the help of visuals. | Words, phrases, and characters in a storybook with help of visuals (콩쥐가 일을 해요, 팔쥐가 놀아요, 콩쥐가 울어요, 선녀가 옷을 줘요...) | Students in pairs receive a bag of cards with words, phrases, and characters in the storybook and picture cards. They read the cards and match with the corresponding picture cards. |

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.

Self introduction

www.Blabberize.com

www.buildyourwildself.com

Summer planner

<https://www.edupang.com/community/view/?bid=54409&cfid=24>

Korean fairy tale, Kongjwi and Patjwi (Story)

<https://www.youtube.com/watch?v=c1n0G1qnBfk&t=131s>

https://www.youtube.com/watch?v=8_wRH8gF_DQ&t=18s

<https://www.youtube.com/watch?v=b8YhSEdqVQQ>

<https://www.youtube.com/watch?v=csqKJOH4ids>

http://m.clipbank.ebs.co.kr/clip/view?clipId=VOD_20111222_00083

Korean fairy tale, Kongjwi and Patjwi (Background scene)

<http://blog.naver.com/PostView.nhn?blogId=dagaller01&logNo=220473208369>

Korean fairy tale, Kongjwi and Patjwi (Korean and English version of the story line)

http://kid.chosun.com/site/data/html_dir/2010/12/08/2010120801460.html

http://www.bluedmed.or.kr/bbs/sub4_4/7289

Daily Schedule

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

| TIME FRAME | ACTIVITY |
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