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LAUSD

East Asia Curriculum Project:

1. Rationale for the proposed unit:

The reason I chose to explore Korean language especially the use of writing in Korean was because I teach Kindergarten and in Kinder I focus a lot on the alphabet. On a daily basis I am teaching my students about how sounds are represented by symbols known as letters. I thought that it would be a great idea to show them that there are other languages and other alphabets besides the English one. I feel that I could teach this mini three lesson segment possibly when students have mastered their letters/sounds in English because I do not want to confuse them. Nonetheless, having students at least write their name in Korean would be fun for them and a great way for them to learn something about Korea. Students for this activity as stated above need to know the letters/sounds in the English language before showing them another language.

2. Skill and content objectives:

CCSS.ELA-LITERACY.RF.K.1.B

Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-LITERACY.RF.K.1.C

Understand that words are separated by spaces in print.

CCSS.ELA-LITERACY.SL.K.3

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

CCSS.ELA-LITERACY.L.K.1.A

Print many upper- and lowercase letters.

3. Day 1: The Korean Alphabet

OBJECTIVES:

Students will:

1. Learn the sound for each letter of the Korean alphabet (han'gul).
2. Sound out simple words and phrases written in han'gul.

MATERIALS REQUIRED:

- Handout of the Consonants of Han'gul
- Vowels of Han'gul
- Sample Korean Words in Han'gul
- Large "flash cards" of the Korean alphabet

PROCEDURE: The teacher will distribute the handout Consonants of han'gul and go over each consonant with the class. Then I will review the list to make sure that all students have heard and reproduced the sounds of each Korean letter at least twice. After I will use flash cards to drill the students in matching the sound to the proper letter of the Korean alphabet. I will then repeat the process using the vowels. Last, I will use the sample words in the handout to see if they are understand or need more review.

EVALUATION: For evaluation purposes I will see if the children able to learn the letter sounds in the Korean alphabet? Also, were they able to sound out simple words and phrases written in han'gul?

Extensions to lesson: I can label items around the room in han'gul.

I can invite a Korean-speaking guest to lead simple songs and language lessons.
I can also incorporate Korean language learning tapes and begin learning the language.

Day 2: Korean Expressions

OBJECTIVE:

Students will learn and use selected Korean expressions.

MATERIALS REQUIRED:

- Handout of basic Korean expressions
- Tape recording of these expressions

PROCEDURE: The teacher will handout list of basic Korean expressions. Then I will handout the pronunciation guide. I will begin with simpler words or phrases and eventually practice all of them. I will have student participate by selecting a few. If possible, I can divide the class into pairs or groups and give them time to practice. Due to virtual learning this can be done with breakout rooms via zoom.

EVALUATION: Each student can be evaluated based on whether they can say phrases that I asked or if they can answer my question “fluently” as they use Korean with teacher.

ENRICHMENT:

I can divide students into pairs and have them use these and other expressions they’ve found on their own to write up a simple conversation/dialogue.

I can have students find other Korean expressions, learn and teach them to the class.

I will make a chart of basic Korean expressions and post it in the classroom.

I can make labels, in Korean, for items in the room and post it next to item so students can see it every time they access item.

Day 3: Write Own Name in Korean

OBJECTIVES:

Students will:

1. Learn the sound for each letter of the Korean alphabet (han’gul).
2. Be able to write their first name using the Korean alphabet (hang’gul).

MATERIALS REQUIRED:

- Handout of the Consonants of Han’gul
- Vowels of Han’gul
- Paper/Sentence Strip to write name (optional: students can use cereal to place over their name in pencil)
- Large “flash cards” of the Korean alphabet

PROCEDURE: The teacher will distribute dry cereal, glue, and sentence strips to the students. The students will use the handout Consonants of han’gul and/ or flashcards from Day 1 so they can recall what letters make their name. They will then write the letters to write their own first name. If time allows they can also write their last name. First they will do it in pencil and then they will trace each letter with glue so they can glue the dry cereal over it.

EVALUATION: For evaluation purposes I will see if the students are able to use the handout and materials from Day 1 to create their names in Korean language (han’gul) by checking their name cards when finished.

Extensions to lesson: I can have students create or read stories in Korean language.

I can have students read their names in Korean language or even help someone else learn how to write their names or phrases in this language.

Some Basic Korean Expressions Handout

Yes.....	ne, ye
No.....	ani-yo
Thank you.....	kamsa-hamnida or ko-map-sum-ni-da
You're welcome.....	ch'on-man-e-yo
General Greeting.....	an-nyong-ha-shim-ni-kka.
Good night and sleep well.....	an-nyong-hi ch'u-mu-se-yo.
Good-bye.....	an-nyong-hi ka-se-yo.
See you again.....	tto poep-kes-ssum-ni-da.
How are you?	pyol-go op-su-shim-ni-kka?
Very well, thank you.....	ne, tok-pun-i-ye-yo.
Excuse me.....	shil-lye-ham-ni-da.
I don't understand.....	mo-ru-get-ssum-ni-da.
Can you help me, please?.....	to-wa-ju-shi-ges-sum-ni-kka?
I'm hungry.....	pae-ga ko-p'um-ni-da.
I'm thirsty.....	mo-gi ma-rum-ni-da.
Who is it?.....	nu-gu-shim-ni-kka.
Come in.....	tu-ro o-se-yo.
How are you?.....	an-nyong ha-shim-ni-kka?
How's it going?.....	o-tto-shim-ni-kka?
My name is.....	cho-nun _____ im-ni-da.
Do you speak English?.....	yong-o-rul ha-shim-ni-kka?
What time is it?.....	chi-gum myos-shim-ni-kka?
What day is it today?.....	o-nu-run mu-sun yo-il im-ni-kka?
Careful.....	cho-shim-hi ha-se-yo.
Come here.....	i-ri o-se-yo.
Listen.....	tu-ru-se-yo.
Look.....	po-se-yo.
Stop.....	mum-ch'u-se-yo.
Hello (calling attention/ on telephone).....	yo-bo-se-yo
What is the price?.....	_____ un ol-ma-im-ni-kka?
Where is the telephone?.....	chon-hwa-ga o-di iss-sum-ni-kka?
Where is the toilet?.....	hwa-jang-shil-i o-di iss-sum-ni-kka?
I don't speak Korean.....	han-guk-mal mott-ham-ni-da.
I am an American.....	mi-guk-sa-ram im-ni-da.
Where is the restaurant?.....	shik-tang-i o-di iss-sum-ni-kka?
It is good.....	chos-sum-ni-da.
It is bad.....	na-p'um-ni-da.

Consonants

ㄱ	ㄲ	ㄴ	ㄷ	ㄸ	ㄹ	ㅁ	ㅂ	ㅃ
k/g	kk	n	t/d	tt	l/r	m	p/b	pp
[k]	[kʰ]	[n]	[t]	[tʰ]	[l]	[m]	[p]	[pʰ]

ㅅ	ㅆ	ㅇ	ㅈ	ㅉ	ㅊ	ㅋ	ㆁ	ㅍ	ㅎ
s	ss	ng	ch/j	tch	ch'	k'	t'	p'	h
[s]	[sʰ]	[ŋ]	[tʃ]	[tʃʰ]	[tʃʰ]	[kʰ]	[tʰ]	[pʰ]	[h]

Vowels

ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅚ	ㅜ
a	ae	ya	yae	o	e	yō	ye	o	wa	wae
[a]	[æ]	[ja]	[jæ]	[o]	[e]	[jo]	[je]	[o]	[wa]	[wæ]

ㅝ	ㅞ	ㅟ	ㅠ	ㅡ	ㅢ	ㅣ	ㅤ	ㅥ	ㅦ
oe	yo	u	wō	we	wi	yu	ū	ūi	i
[ø]	[jo]	[u]	[wō]	[we]	[y]	[ju]	[u]	[yi]	[i]