The 42nd Annual NYSABE Conference
March 21 - March 23, 2019

Junior High School: Starting the Path to the Seal of Biliteracy in Korean

Hyunjoo Kwon, NYS LANGUAGE RBERN@NYU
Jounghye Rhi, East-West School of International Studies
March 21st, 2019, Crowne Plaza WHITE PLAINS, White Plains, NY
PURPOSE OF THE PRESENTATION

- To support novice Korean language learners in improving their language skills in three modes of communication.
- To share the strategy of teaching through songs.
NYS Seal of Biliteracy: Rationale for NYS Seal of Biliteracy

- Certify attainment of biliteracy skills.
- Prepare students with twenty-first century skills that will benefit them in the global society.
- Affirm the value of diversity in a multilingual society and strengthen intergroup relationships.
- Provide universities with an additional method to recognize applicants seeking admission.
- Provide employers with a method of identifying with language and biliteracy skills.
Steps to Implementing the Seal of Biliteracy

1. Clarify the Purpose(s) and Rationale
2. Determine the Level of Pathway Awards to Be Granted
3. Define the Criteria for Granting the Awards
   - Preschool Pathway Award: “Becoming Bilingual”
   - Elementary School Pathway Awards
   - Middle School Awards
   - The High School State Seal of Biliteracy
4. Develop Outreach Strategies and an Application Process
5. Design the Award and the Process for Award Presentation
6. Seek Endorsements! Spread the Word!

Source: https://sealofbiliteracy.org
SELECTION OF THE CLASS AND STUDENTS

- Junior high school students
- All novice level proficiency in Korean language
- All different levels of English proficiency
  (English Language Learners/English Proficient students)
- Teacher willing to take challenges in language teaching
- School promoting Asian Language programs
- All 7th grader take Korean language twice a week
Rationale for teaching language through songs

Abundance of research shows: Songs are effective pedagogical resources.

1. Songs provide an opportunity to meaningfully “play” with language as text provides for words and sound play.
2. ‘Chunks’ of useful language can be incorporated into students’ repertoire, particularly helpful in the emergent levels of proficiency.
3. Redundancies, rhyming words and repetition lower anxiety.

Selection of Three Songs: Culturally Responsive to Target Language Culture

1. “학교종” (School Bell)

- Composed by Mary Kim to encourage punctuality in farming village schools. (Re: handout)
- Comparisons of teenagers’ life: then and now
- Singing involves practicing onomatopoeia (Korean is known for it); reinforcing practice of compound consonants (ㄸ) and vowels (ㅐ ).
Selection of Three Children’s Songs: Culturally Responsive to Target Language Culture (Cont.)

2. “상어 가족” (A Shark’s Family)
   - Very popular here and in Korea. Teaches vocabulary related to family.

3. “머리, 어깨, 무릎, 발” (Head, Shoulders, Knees and Feet)
   - Popular here and in Korea. Identification of body parts along with dance/TPR (Total Physical Response) performances
Designing a Lesson (Learning) Plan

A Workshop Model:

1. **Do Now**: Various activities/motivating students
2. **Learning Objective** (choral-reading the day’s Can-Do Statements): Goal of the day’s lesson
3. **Mini Lesson**  
   (I Do: Modelling: I want you to do what I show you.)
4. **Group Work** with Differentiated Instruction & Sharing  
   (We Do & You Do)
5. **Assessment**: Check for Understanding (for teacher’s use)
6. **Reflection**: Students evaluate their own learning
Aim: How do we learn a Korean children’s song and its meaning?

Objectives (or Can Dos)
- Students can understand the meaning of the song.
- Students can sing a Korean Children’s song by reading the lyric.
Learning Standards for Language Other Than English (LOTE)

**Standard 1:** Students will be able to use a language other than English for communication.

**Standard 2:** Students will develop cross-cultural skills and understanding.
NCSSFL-ACTFL Can-Do Statements for Novice Level PERFORMANCE INDICATORS in Communication

1) INTERPRETIVE: What can I understand, interpret or analyze in authentic informational texts that I hear, read or view?

PERFORMANCE INDICATORS: I can identify memorized or familiar words when they are supported by gestures or visuals in fictional texts.

2) INTERPERSONAL: How can I meet my needs or address situations in conversations?

PERFORMANCE INDICATORS: I can express some basic needs, using practiced or memorized words and phrases, with the help of gestures or visuals.

3) PRESENTATIONAL: How can I present information to inform, describe, or explain?

PERFORMANCE INDICATORS: I can name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures or visuals.
Do Now: Write down your observation of the picture.

- Where do you see these pictures?
- What do you do when you hear the school bell ringing?
- Circle the word that you can find at school.

(학교, 벨, 학생, 집, 선생님, 컴퓨터, 펜, 맨하탄)
Mini Lesson: Middle Schools in Korea and in the U.S.A.
How are they different(달라요) and same(같아요)?
**I Do:** Why is the school bell important for students? How do you react when you hear the school bell?

- The school bell is ringing ringing ringing ringing.
- Let’s gather hurriedly.
- The teacher is waiting for us.

- The school bell is ringing ringing ringing ringing.
- Let’s gather hurriedly.
- Let’s study hard today by getting along well.
**We Do:** Group Activity: Listen and Identify. (Interpretive)

**Directions:** Students in groups listen to the Korean word that the teacher says, and match the picture with the word.
**You Do:** - Listen to the song “학교종” and repeat it.
**You Do: Vocabulary:** Each student identifies the word/phrase by pointing it with his/her finger upon listening to the word. *(interpretive)*

- (school bell) → 학교종
- (ring ring ring) → 뭉멍뭉
- (hurriedly) → 어서
- (Let’s gather) → 모이자
- (teacher) → 선생님
- (we, us, our) → 우리
- (waiting) → 기다리신다
- (getting along well) → 사이좋게
- (today) → 오늘
- (Let’s study hard) → 공부 잘 하자
Assessment: Students match the picture with the phrase.

1) [Image of a bell

2) [Image of students in a school hallway

3) [Image of a teacher at a blackboard

4) [Image of a teacher with crossed arms

Write the number of the matching picture next to the lyric.

- 학교종이 뭉땡땡
- 어서 모이자
- 선생님이 우리를
- 기다리신다

The numbers corresponding to the lyrics are:

- 학교종이 뭉땡땡 ___
- 어서 모이자 ___
- 선생님이 우리를 ___
- 기다리신다 ___
**Assessment:** Students match the picture with the phrase.

<table>
<thead>
<tr>
<th>Phrase</th>
<th>Picture</th>
</tr>
</thead>
<tbody>
<tr>
<td>학교종이 뭉แน 뭉녕 ___</td>
<td>5)</td>
</tr>
<tr>
<td>어서 모이자 ___</td>
<td>6)</td>
</tr>
<tr>
<td>사이좋게 오늘도 ___</td>
<td>7)</td>
</tr>
<tr>
<td>공부 잘 하자 ___</td>
<td>8)</td>
</tr>
</tbody>
</table>

Write the number of the matching picture next to the lyric.
Check For Understanding (CFU)

**Assessment**: Look at the Smart screen. Which picture does each line of lyric match with? Listen to the lyric and write the number of the matching picture next to the lyric.

(Numbers from 1 to 4)

| · 학교종이 뭉텅뭉텅     |   |
| · 어서 모이자          |   |
| · 선생님이 우리를     |   |
| · 기다리신다          |   |

(Numbers from 5 to 8)

| · 학교종이 뭉텅뭉텅     |   |
| · 어서 모이자          |   |
| · 사이좋게 오늘도     |   |
| · 공부 잘 하자          |   |
Reflection/Exit Ticket: (3 min)

- What did you learn today? List at least three things.
- What is the most difficult part of today’s lesson? Explain.

Share Out: (3 min.)

- Turn & Talk with your elbow partner.
- Share out what you and your partner have learned to the whole class.
Exit Ticket

Today we review the Korean song. We review the song with a partner by saying the Korean and then point at the Korean word. We also look at the picture and see what was the correct meaning for that picture.

The most challenging part is to match the picture because it's hard to understand the picture and the picture are not clear.

I learned that I need help. I get confused with pictures and less with words. It was the assessment that is challenging as it was tricky.
I reviewed the order of the song,
I reviewed what some of the pictures were,
I also learned the English translation for the song.
The most challenging part was going up
because I didn't want to go up and dance
I want to point to any pictures, I only remember
a few words (like maybe ½).

I learned about phrases that are about school,
I also learned that some phrases are similar
in some ways. And the last thing I learned
was that they can be combined.
Aim: How do we perform the song “학교종” by reading the lyrics along with the motions?

Objectives (or Can Dos):

- Students can sing the song “학교종" by reading the lyrics.
- Students can assess other group’s assembly performance by the rubric.

Directions for Performance: (presentational)

- Each group performs the song by reading the lyrics loudly and clearly in unison.
- Group members create motions that represent the words.
- All group members take parts in preparation and presentation.
학교 종

폴잎 동요마을

김메리 작사
김메리 작곡

C F C C G7

1. 학교 종이 망 망 망 어서 모이 자
2. 학교 종이 망 망 망 어서 모이 자

C F C G7 C

선생님 이 우리를 기다리 신 신
사 이 좋게 오늘도 공부 잘 하자
Students’ Group Performance - Videos
<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lyric of Song</td>
<td>The lyrics of the song are <strong>presented/read</strong> loudly and clearly to the audience. All group members <strong>must read</strong> the lyrics in unison.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Motions/Gestures</td>
<td>There are at least 5 motions/gestures that are clearly projected. Each motion/gesture <strong>represents</strong> the meaning of the word/phrase.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Pronunciation</td>
<td>The pronunciation of all group members is <strong>nearly like</strong> the native speakers of Korea.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Collaboration</td>
<td>Group members <strong>take parts</strong> when they create the motion and do the presentation. All group members sing the song together from the beginning to the end.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Score:** _______/20 → **CONVERTED SCORE:** ______ %
Aim: How do we evaluate our own learning through Plickers activity?

Objectives (or Can Dos):
- Students can read the Korean words from the song.
- Students can assess their understanding of the lyric.

Do Now:
- Distribute the Plickers cards.

Rules for Plickers Activities:
- Do not move from your assigned seat. Instead, face the whiteboard so you can see the screen better.
- You do not speak a word nor whisper while we are doing the Plickers activities.
Plickers - Students hold their answers.
Assessment: Plickers Exercise #1: Children's Song
“학교종”

1. How do you write "school bell" in Korean?
   A. 학교명
   B. 모이자
   C. 학교종
   D. 학년

2. How do you write "seon-saeng-nim" in Korean?
   A. 송송민
   B. 쌍쌍님
   C. 삼삼님
   D. 삼삼님

3. What does “어서 모이자” mean in English?
   A. Let's hurry to meet the teacher.
   B. Let's hurry to gather.
   C. Let's study hard together.
   D. Let's listen to the school bell.

4. What does "오늘" mean in English?
   A. now
   B. Tuesday
   C. Wednesday
   D. today

5. What does "공부 잘 하자" mean in English?
   A. Let's study hard.
   B. Let's meet the teacher soon.
   C. Let's hurry to go.
   D. Let's listen to the school bell.
Korean Song "학교종이 뱉뱁.hpp"

Korean 1 - 702

Played Tuesday 18 December 2018 2:03 PM

<table>
<thead>
<tr>
<th>Student</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan</td>
<td>80%</td>
</tr>
<tr>
<td>Caylin</td>
<td>100%</td>
</tr>
<tr>
<td>Cha In</td>
<td>100%</td>
</tr>
<tr>
<td>Eric</td>
<td>100%</td>
</tr>
<tr>
<td>Jackie</td>
<td>80%</td>
</tr>
<tr>
<td>Jadyn Gnate</td>
<td>80%</td>
</tr>
<tr>
<td>Jasper</td>
<td>60%</td>
</tr>
<tr>
<td>Kellie</td>
<td>60%</td>
</tr>
<tr>
<td>Kevin</td>
<td>80%</td>
</tr>
<tr>
<td>Matthew</td>
<td>80%</td>
</tr>
<tr>
<td>Nazil</td>
<td>60%</td>
</tr>
<tr>
<td>Niki</td>
<td>60%</td>
</tr>
<tr>
<td>Niusa</td>
<td>60%</td>
</tr>
<tr>
<td>Oscar</td>
<td>80%</td>
</tr>
<tr>
<td>Sahel</td>
<td>40%</td>
</tr>
<tr>
<td>Sophia</td>
<td>80%</td>
</tr>
<tr>
<td>Travis</td>
<td>60%</td>
</tr>
<tr>
<td>Yiman (Am.)</td>
<td>100%</td>
</tr>
<tr>
<td>Yong Qiao</td>
<td>20%</td>
</tr>
</tbody>
</table>
Assessment: Plickers Exercises: Children's Song “학교종”

1. What is the English translation of "학교종이 뭉멍멍"?
   A. The teacher is ringing the bell.
   B. School starts early.
   C. School bell is ringing.
   D. Students need to study hard.

2. What is the English translation of "어서 모이자"?
   A. Let's run to school.
   B. Let's hurry to gather.
   C. The teacher is waiting.
   D. The teacher is ringing the bell.

3. What is the English translation of "선생님이 우리를 기다리십다"?
   A. The teacher is telling us to wait.
   B. The teacher is teaching in the class.
   C. The students are waiting for the teacher.
   D. The teacher is waiting for us.

4. What is the Korean translation of "get along well"?
   A. 사이좋게
   B. 우리들
   C. 좋아해요
   D. 오늘도

5. What is the Korean translation of "Let's study hard"?
   A. 공부해요
   B. 사이좋게 오늘도
   C. 공부 잘 하자
   D. 기다리신다
Assessment: Plickers Report-Individual & Class

Korean Children's Song "학교...

Korean 1 - 702

Played Wednesday 27 February 12:04 PM

STUDENT OVERVIEW

<table>
<thead>
<tr>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bryan</td>
<td>100%</td>
</tr>
<tr>
<td>Caylin</td>
<td>75%</td>
</tr>
<tr>
<td>Cha In</td>
<td>100%</td>
</tr>
<tr>
<td>Eric</td>
<td>100%</td>
</tr>
<tr>
<td>Jackie</td>
<td>100%</td>
</tr>
<tr>
<td>Jadyn Gnate</td>
<td>100%</td>
</tr>
<tr>
<td>Jasper</td>
<td>100%</td>
</tr>
<tr>
<td>Kellie</td>
<td>100%</td>
</tr>
<tr>
<td>Kevin</td>
<td>100%</td>
</tr>
<tr>
<td>Matthew</td>
<td>100%</td>
</tr>
<tr>
<td>Nazil</td>
<td>100%</td>
</tr>
<tr>
<td>Niki</td>
<td>75%</td>
</tr>
<tr>
<td>Niusa</td>
<td>75%</td>
</tr>
<tr>
<td>Oscar</td>
<td>100%</td>
</tr>
<tr>
<td>Sahel</td>
<td>100%</td>
</tr>
<tr>
<td>Sophia</td>
<td>100%</td>
</tr>
<tr>
<td>Travis</td>
<td>100%</td>
</tr>
<tr>
<td>Yiman (Am...)</td>
<td>100%</td>
</tr>
<tr>
<td>Yong Qiao</td>
<td>75%</td>
</tr>
</tbody>
</table>
Reflection / Exit Slip:

- How did you do the Plickers assessment? Did you do well? Why? Why not?
- In what way, Plickers assessment can be helpful to improve your Korean language skills?
**Aim:** How do we present our Korean song project using the Google Classroom?

**Objectives (Can Dos):**
- Students can present their Korean song project.
- Students can assess classmates’ presentation by using the rubric.
Due Dec 18, 2018

HW #17 - Project: Role Play a Korean Song and Video Tape it.

Jounghye Rhi    Nov 20, 2018 (Edited Dec 11, 2018)

1. Make a table group of 3 or 4.
2. Choose a song from the list that Mrs. Rhi provides.
3. Practice the song. Your lyrics should be minimum 10 lines.
4. Create a Google Slides that includes the lyrics in Korean and meaning of the song in English translation.
5. Include the images that are related with or explain the song on the presentation slides.
   Your slides should include at least 5 images along with 5 important vocabulary words.
6. At the end, upload the video tape of your group performance that shows all group members sing the song.
7. Be creative and enjoy the song.
Google Classroom - Students Work Submissions

- Caylin Li: Korean Project
  Turned in

- Chai In Lim: Korean
  Turned in

- Eric Cao: 학쿠나마타타 (Korean Project)
  Turned in

- Jackie Chen: Group project - 702 ja
  Turned in

- Jadyn Damian: Korean Presentation
  Turned in

- Kellie Lo: Korean Group Song Project
  Turned in

- Oscar Chun: No attachments
  Turned in

- SARAH LVI KOWALSKI: HW -17 - Project- Role ...
  Turned in
Sample Student Project Slides of a Korean Song

Shark Family (상어 가족)

By Caylin and Amanda

Lyrics of Song (In English)

Shark family! It's a shark!
Taururu Taururu Taururu Taururu Taururu
Taururu Taururu Taururu Taururu Taururu
Taururu Taururu Taururu Taururu Taururu
Taururu Taururu Taururu Taururu Taururu
Taururu Taururu Taururu Taururu Taururu

Lyrics of Song (In Hangul)

Do mang che sunana da
Taururu Taururu Taururu Taururu Taururu
Taururu Taururu Taururu Taururu Taururu
Taururu Taururu Taururu Taururu Taururu
Taururu Taururu Taururu Taururu Taururu
Taururu Taururu Taururu Taururu Taururu

Vocabulary from the Song:
- 상어 - Shark
- 가족 - Family
- 아기 - Baby
- 엄마 - Mom
- 아빠 - Dad
- 할머니 - Grandmother
- 할아버지 - Grandfather

Our Performance:

We only sang the verses for the baby shark, mommy shark, daddy shark, grandma shark, and grandpa shark. The ending was a little fast and too complex to remember :(
Sample Student Project Slides of a Korean Song

머리어깨무릎발
- 꾸러기 동요

By: Lisa, YuChen, Daniel, Ruoxi

KOREAN LYRICS
머리 어깨 무릎 발 무릎 발
머리 어깨 무릎 발 무릎 발
머리 어깨 발 무릎 발
머리 어깨 무릎 코 귀
머리 어깨 무릎 발 무릎 발

ENGLISH LYRICS
Head shoulder knee foot knee
Head shoulder knee knee foot knee
Head shoulder foot knee foot
Head shoulder lap ears nose ears
Head shoulder knee foot knee foot

Shake Friends

VOCABULARY
머리
어깨
무릎
(Head)
(Shoulder)
(Knee)

발
귀
코
(Foot)
(Ear)
(Nose)
## Peer Assessment: How do we evaluate our classmates’ presentation?

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Lyric of Song</strong></td>
<td>The lyrics of song are written in both languages, Korean and English, and are presented/read well to the audience. All group members must read the lyrics together.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2 Vocabulary Words &amp; Images</strong></td>
<td>There are at least 5 vocabulary words and the images are clearly projected. The image of each vocabulary must match with the definition of the word.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>3 Pronunciation</strong></td>
<td>The pronunciation of all group members is nearly like the native speakers of Korea.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>4 Collaboration</strong></td>
<td>Group members take parts when they create the slides and do the presentation. All group members must sing the song together from the beginning to the end (minimum 10 lines).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Score: ____/16 → CONVERTED SCORE: ____**
Presentation Expectations

As a presenter...
- Face the audience & give eye contact.
- Speak loudly & clearly.
- Don’t read through each slide.

As an audience member...
- Face the presenters.
- Listen attentively (注意地).
- Complete your note-taking sheet.
- Ask relevant (相应) questions at the end.