




# PREPARATION TEMPLATE



Country: FI / Unit No.: 3

## QUALIROM

<b>Name of author OR Abbreviation:</b> Henna Huttu		<b>Romani variety:</b> Finnish	
<b>Level of education:</b> Primary	<b>Age of learners:</b> 6-11	<b>Level of proficiency:</b> A1	

<b>Main Theme (CFR):</b> My community
<b>Included Sub-themes:</b> 1. My school 2. My neighborhood .....
<b>Connected main themes in the CFR:</b> Transport and travel, At school, Roma Crafts and occupations, The house/caravan and its activities, Myself and my family

<b>Working with the CFR – Learning objectives:</b>		
<b>Skill:</b>	<b>Relevant descriptors in the CFR's language grid &amp; "I can" statements:</b>	<b>Pages:</b>
	Can recognize and understand the names for people who live and work in the local area when they are spoken or read aloud. Can listen and point to pictures or a map showing where different people work (e.g., library, chemist, supermarket, police station, swimming pool).  I can understand the names for people who work and live in my town or community. I can point out on a map where different people work. I can understand when older people tell me what to do. I can understand the rules of my home or community.	37, 39
	Can recognize and understand the names for important buildings, signs, or locations in the area. Can recognize and understand the names for buildings/places on a map of the area.  I can read the names of the buildings and important places where I live. I can read the signs in the area where I live. I can read the words for the important rules about living in my community.	37
	Can respond to simple questions by giving the names of buildings and places where people live and work in the area. Can use key words and simple phrases/sentences to answer basic questions about places he/she has visited in the area. Can participate in classroom discussion by naming his/her favourite place in the area (e.g., football field, park, shop).  I can ask and answer questions about what happens in different places in my town or community. I can explain why I like particular places or activities in my local area. I can talk about what I like to do in my local area.	38, 39

	<p>Can use key words and simple phrases/ sentences to describe his/her favourite place in the locality/ community. I can say "hello", "goodbye", "please" and "thank you" to people I meet.</p> <p>I can answer some questions about places in my area and what happens in them. I can answer some questions about what I do in different places. I can answer some questions about how I feel.</p>	38, 39
	<p>Can copy or write the names of places in the area. Can copy from the board short sentences describing the activities associated with different places in the area.</p> <p>I can write the names of places in my area. I can write some sentences about what happens in my local area or community. I can write some sentences about what I do in different places.</p>	39, 39

<b>Working with the ELP:</b>		
<b>Which part (s) of the ELP will be used?</b>		<b>Pages:</b>
<b>Language passport:</b>	A1 Breakthrough	6-7
<b>Language biography:</b>	My community	18
<b>Dossier:</b>	Activity 2: Bag-game attachment 2.1, Activity 4: map or a picture of my surroundings, Activity 6: Tools- memory game, Activity 7: school equipment rhyme, Activity 9: country names and their flags, Activity 12: My own shopping list, Activity 14: Gossip written down in the beginning if the message chain and in the end of the message chain.	37

<b>MAIN VOCABULARY - Sub theme 1: My school</b>		
<b>Active:</b>		
<b>Romani:</b> besko baro buut skoolakiire kutti skoolakiire hyög teeluno tšeer nevo phurano tšeeresko neer duural tšeeresta	<b>English:</b> small big many students few students students high a low building new old near home far from home	
<b>Passive:</b>		
<b>Romani:</b>	<b>English:</b>	

## 2. MAIN VOCABULARY - Sub theme 2: My home city / town

### Active:

#### Romani:

buut  
kutti  
gaata  
drom  
beero / fäärdy  
taksos  
bussos  
komunis  
tšeer  
stellako hisba  
hyög tšeer  
barja  
hyönos  
beregä  
leen  
ookra  
phuujako tšeer  
kriatuuros  
huusa  
foorosko dielos  
kriatuurengo parka  
lohibosko parka  
öija  
hłotta

#### English:

a lot of / many  
a little / little / few / a few  
a street  
a road  
a car  
a taxi  
a bus  
a person / man  
a house / a building  
a terraced house  
a block of flats  
a plant  
a sea  
a hill  
a lake  
a field  
a farm house  
an animal  
a shop  
a district (of a city)  
a zoo  
an amusement park  
an island  
a castle

### Passive:

#### Romani:

#### English:

## 2. MAIN VOCABULARY - Sub theme 3: Mango granni

### Active:

#### Romani:

lustigo  
frendo  
nikki  
aro tšeer  
aro butti  
hlaagakiiri / naarta  
huupa  
kokares  
granni





#### English:





pleasant / nice  
unfamiliar  
away  
at home  
at work  
a relative  
a family  
alone  
neighbours

### Passive:




<b>Romani:</b>	<b>English:</b>
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<b><i>MAIN GRAMMAR in this unit:</i></b>	
<b><i>Active:</i></b>	<b><i>Passive:</i></b>
	Instrumental



<b>Classroom Activity Nr: 1</b>	<b>Title of CA: Things I need at school</b>	<b>Duration: 10 min</b>				
	<b>Belongs to Sub-theme: My school</b>					
<b>Description of activity:</b>		<b>Skill</b>	<b>SF</b>	<b>ELP</b>	<b>Mat. / Res.</b>	<b>Att.</b>
Teacher gestures vividly and complains in Romani (and translating) the pupils about her inability to do something because she does not have the objects she needs. "I can't write because I have no X. I can't eat because I have no X. I can't read because I have no X. I can't play because I have no flute." All the objects have been put on the table. Children must guess what object does the teacher need and give it to her. After this teacher says: "Good now I can cook. I love cooking." After this children will write down the verbs and objects needed for them.		   	TC	18		





<b>Classroom Activity Nr: 2</b>	<b>Title of CA: Packing the bag- game</b>	<b>Duration: 20 min</b>				
	<b>Belongs to Sub-theme: My school</b>					
<b>Description of activity:</b>		<b>Skill</b>	<b>SF</b>	<b>ELP</b>	<b>Mat. / Res.</b>	<b>Att.</b>
Teacher gives the children dices and photocopies of the bag game. Children play the game with dice and fill the bags with school things. The one who has crossed all the boxes first is the winner.		   	GW	18	photocopies of the bag- game	3.1.

<b>Classroom Activity Nr: 3</b>	<b>Title of CA: The secret objects game</b>	<b>Duration: 10 min</b>				
	<b>Belongs to Sub-theme: My school</b>					





Classroom Activity Nr: 3	Title of CA: The secret objects game							Duration: 10 min				
	Belongs to Sub-theme: My school											
Description of activity:								Skill	SF	ELP	Mat. / Res.	Att.
Teacher puts different school things like pens, erasers, books, rulers etc. each sort into separate plastic bags (for example 4 ruler to one, three erasers to another) so that children cannot see them. Children sit in a circle and pass the bags forward from child to child feeling with their hands what object is inside the bag and repeating the right words. Children can also count how many things there are in the bag. No-one is allowed to look inside the bag. In the end teacher can ask children to recollect what objects were in the bags, shows them to the children and add some adjectives to define each object.								  	GW TC	18	colourful, non-transparent plastic bags, things you need at school	



Classroom Activity Nr: 4	Title of CA: Building my own city or village							Duration: 45 min			
	Belongs to Sub-theme: Buildings in my city/village										
Description of activity:							Skill	SF	ELP	Mat. / Res.	Att.
Children draw a map of their home/school neighborhood on a large paper. There should be at least some roads, river, lake, field, forest, park and empty spaces for buildings. Next the children will build buildings of lego blocks or wooden building blocks on top of the map-paper. Then the street names and names of the buildings can be added to the map. Aim at making the differences between the size of the buildings evident. In the end of the lesson teacher can take photos of the children’s works. These photos can be put to the dossier and used for revision of the place and building names in the beginning of the next lesson.							   	IW	18	legos or other building blocks, big paper for drawing the environment, colours	

Classroom Activity Nr: 5	Title of CA: "Thank you for the food Mrs Cook!"							Duration: 15 min				
	Belongs to Sub-theme: My school											
Description of activity:								Skill	SF	ELP	Mat. / Res.	Att.
Teacher gives every child 6 cards:1 profession with a picture and its name on it (for example cook, teacher, doctor, bus driver, policeman, shopkeeper) 5 things that person working in this profession can give other children. Children move in the class and every now and then teacher says "Stop!" and says: "Hello Mr bus driver!" The busdriver says "Hello, teacher!" and gives her one card. Teacher says: "Thank you for the ride/apple/money/water Mr Busdriver!" and continues the game. In the end of the game everyone can sit down in the circle and memorize who gave the teacher what. When the children get good at this game they can also play it so that children stop each other and exchange goods.								 	GW	18	photocopied profession cards and exchanged services or object	3.2.

Classroom Activity Nr: 6	Title of CA: Tools- game							Duration: 20 min			
	Belongs to Sub-theme: My school										
Description of activity:							Skill	SF	ELP	Mat. / Res.	Att.
Teacher gives the children photocopied Tools- memory game boards. Children’s task is to play the game until they find the right tools for all the professions and copy their names under the professions.							   	GW	18	photocopies of the attachment	3.2.





<b>Classroom</b>	<b>Title of CA: School word- rhyme</b>					<b>Duration: 20 min</b>	
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


Activity Nr: 7	Belongs to Sub-theme: My school					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
Teacher gives each group of children a set of school words which should be included into the rhymes. Children include these words into their rhymes together with meaningless nonsense words which are been repeated. Children try to memorize these rhymes, continue them and practice them during the brakes. Some of these rhymes can be posted on the walls and taught to other children.		   	GW	18	list of school words	




Classroom Activity Nr: 8	Title of CA: The opposites					Duration: 20 min				
	Belongs to Sub-theme: My school									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Teacher brings a map of the children’s home country into the classroom. And marks some places on it for example mountains, bigger and smaller cities and localities. Teacher asks the children whether the capital is small or big. “Is the capital X small or big?” Providing the translation of course. And children reply with a one word “Big.”. “Is mountain X high or low?” Good opposites for this map exercise are big>< small, high><low (mountains), above><below, near><far, old>< new, east>< west, south><north, deep>< shallow (for lakes), short><long (rivers). Teacher can also ask the children “Have you ever been to X?” What is the best place in X?” Afterwards children can copy to their notebooks some of the place names where they would like to go from the map.						 	TC	18	a big map	





Classroom Activity Nr: 9	Title of CA: Flags	Duration: 15 min
	Belongs to Sub-theme: My school	





Classroom Activity Nr: 9	Title of CA: Flags							Duration: 15 min			
	Belongs to Sub-theme: My school										
Description of activity:							Skill	SF	ELP	Mat. / Res.	Att.
Children draw and color 5 country flags that they know (or find from a book) on their notebooks and attach some adjectives to all the flags together with the teacher. Teacher can write the adjectives on the board for children to copy. and make full sentences of them. On the next lesson teacher can take the children’s notebooks and make them guess which country does she mean by telling them the adjectives that children think define these countries.							   	TC IW	18	notebooks and colors	





Classroom Activity Nr: 10	Title of CA: Do and don't do at school							Duration: 20 min			
	Belongs to Sub-theme: My school										
Description of activity:							Skill	SF	ELP	Mat. / Res.	Att.
Teacher makes a list of silly, reasonable and funny dos and don'ts at school, reads them aloud for children and translates them. Make sure you include something funny. Children can reason themselves and say whether the thing to do is a "do" or "don't". Afterwards the children can decide which ones of the teacher's silly rules are the most important ones.							  	TC	18		

Classroom Activity Nr: 11	Title of CA: Shopping and buying things							Duration: 10 min				
	Belongs to Sub-theme: My school											
Description of activity:								Skill	SF	ELP	Mat. / Res.	Att.
Children tell the teacher where do they buy groceries, ice-cream, sweets, meat etc. daily things. Teacher draws pictures of different shops and names them: the food store, clothes shop, toy shop, market place, kiosk, car shop and children can add their own pictures of what they would buy from that shop and maybe also the prizes. Teacher will revise the professions by asking “Who works in this bakery and what does s/he sell?” A baker. A baker sells bread.								  	TC	18		

Classroom Activity Nr: 12	Title of CA:Shopping lists							Duration: 15 min			
	Belongs to Sub-theme: My school										
Description of activity:							Skill	SF	ELP	Mat. / Res.	Att.
Everyone will make either at home or at school their own shopping list of what they want to buy and another list of what they want to sell to the others.(this can be either a self drawn list of pictures or a list made of magazine cut pictures. During the lesson children move around in the class with their lists and ask each other: -Do you sell X? - Yes, I do. 2000 euros/forints, please. - Here you are. - Thank you.  In the end everyone can tell what they bought and sold.							   	IW PW	18		




Classroom Activity Nr: 13	Title of CA: Hidden keys- game							Duration: 15 min				
	Belongs to Sub-theme: My school											
Description of activity:								Skill	SF	ELP	Mat. / Res.	Att.
In this game one student goes out of the classroom and teacher will hide a key into the classroom so that all the children who are in the class see where it is. The student who is outside will come in and start to walk around the class searching for the key. Rest of the children conduct his movements by saying “Warming up!” if the searcher approaches the key or “Cooling down!” if the searcher is distancing from the key. When the searcher is right next to the key’s hiding place the students can say “It’s burning!” Then the searcher can try guessing where could the key be asking: “Is it under the table? Is it behind the curtain?” Other pupils must answer him “No”. or “You found it! It is under the chair. “									GW	18		











Classroom Activity Nr: 14	Title of CA: A rumour							Duration: 10 min				
	Belongs to Sub-theme: My neighbourhood,											
Description of activity:								Skill	SF	ELP	Mat. / Res.	Att.
Teacher makes easy sentences that the children understand for example “ Mouse ate all my cheese.” Students form a long cue and teacher whispers the sentence to the first person who tells it to the next person and so on. When it is not their turn to listen children can make some noise that rules out evesdropping. The last person in the cue says the sentence s/he heard aloud. In this way teacher can check if the message got through. Probably the message has changed a little along the way and everyone can have a laugh. This is a good exercise for practicing both pronunciation and listening.									GW	18		

Classroom Activity Nr: 15	Title of CA:Rooms at school							Duration: 10 min				
	Belongs to Sub-theme: my school											
Description of activity:								Skill	SF	ELP	Mat. / Res.	Att.
Children will first make a list of what rooms are there at school: kitchen, toilets, classrooms etc. Then children will count how many toilets are there all together and see what rooms win. Children can also list the rooms that need renovation and what should be changed. What equipment would the school need? Children can make a list of them too.								   	GW	18		

.... all in all: at least 15 classroom activities ...  
→ please copy and paste the frame of the table!

Number of sample lesson plan: 1		Topic of LP: My school								Duration: 45 min		
CA-Nr.	Time	Sample Lesson Plan						Skill	SF	ELP	Mat. / Res.	Att.

Number of sample lesson plan: 1		Topic of LP: My school					Duration: 45 min	
CA- Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
	5min	Teacher will welcome the pupils into the room and tell them that today they will hear some new rumours and play a game with keys. But before pupils can start playing these games they need to check their homework.		TC				
14	10 min	Teacher makes easy sentences that the children understand for example “ Mouse ate all my cheese.” Students form a long cue and teacher whispers the sentence to the first person who tells it to the next person and so on. When it is not their turn to listen children can make some noise that rules out evesdropping. The last person in the cue says the sentence s/he heard aloud. In this way teacher can check if the message got through. Probably the message has changed a little along the way and everyone can have a laugh. This is a good exercise for practicing both pronunciation and listening.		GW	18			
	5 min	Children will draw a picture dictionary of the school things on the blackboard, including the words in Romani.		TC				
3	10 min	Teacher puts different school things like pens, erasers, books, rulers etc. each sort into separate plastic bags (for example 4 ruler to one, three erasers to another) so that children cannot see them. Children sit in a circle and pass the bags forward from child to child feeling with their hands what object is inside the bag and repeating the right words. Children can also count how many things there are in the bag. No-one is allowed to look inside the bag. In the end teacher can ask children to recollect what objects were in the bags, shows them to the children and add some adjectives to define each object.		GW TC	18	colourful, non-transparent plastic bags, things you need at school		
13	15 min	In this game one student goes out of the classroom and teacher will hide a key into the classroom so that all the children who are in the class see where it is. The student who is outside will come in and start to walk around the class searching for the key. Rest of the children conduct his movements by saying “Warming up!” if the searcher approaches the key or “Cooling down!” if the searcher is distancing from the key. When the searcher is right next to the key’s hiding place the students can say “It’s burning!” Then the searcher can try guessing where the key could be asking: “Is it under the table? Is it behind the curtain?” Other pupils must answer him “No”. or “You found it! It is under the chair. “		GW	18			
Learning objectives:		→ Pupils learn to name school things. → In the key game pupils learn to listen to instructions and to react accordingly. .....						

Number of sample lesson plan: 2		Topic of LP: Shopping					Duration: 45 min	
CA- Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
11	10	Children tell the teacher where do they buy groceries, ice-cream, sweets, meat etc. daily things. Teacher draws pictures of different shops and names them: the food store, clothes shop, toy shop, market place, kiosk, car shop and children can add their own pictures of what they would buy from that shop and maybe also the prizes. Teacher will revise the professions by asking “Who works in this bakery and what does s/he sell?” A baker. A baker sells bread.	  	TC	18			
12	15	Everyone will make either at home or at school their own shopping list of what they want to buy and another list of what they want to sell to the others.(this can be either a self drawn list of pictures or a list made of magazine cut pictures. During the lesson children move around in the class with their lists and ask each other: -Do you sell X? - Yes, I do. 2000 euros/forints, please. - Here you are. - Thank you.  In the end everyone can tell what they bought and sold.	   	IW PW	18			
10	20	Activity 10 works for revising the names for school things and teaches simple orders and negations. Teacher makes a list of silly, reasonable and funny dos and don'ts at school, reads them aloud for children and translates them. Make sure you include something funny. Children can reason themselves and say whether the thing to do is a “do” or “don't”. Afterwards the children can decide which ones of the teacher's silly rules are the most important ones.	  	TC	18			
Learning objectives:		→ Pupils learn names for shops and shopping list items. → Pupils learn to express prices and negotiate them. →Pupils learn simple orders and negations.						