






QUALIROM

Name of author OR Abbreviation:		Romani variety: Finnish	
Level of education: primary	Age of learners: 6-11	Level of proficiency: A1	

Main Theme (CFR): Food and clothes
Included Sub-themes: 1. Clothes 2. Kitchen and food 3. Teeth and dentist
Connected main themes in the CFR: Seasons, Myself and my family, My community, Festivals and celebrations,

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	<p>Can recognize and understand the words for key items of clothing (coat, shoes, etc.). Can recognize and understand the words for the key items of clothing for school. Can recognize and understand the words for key items of food typically brought to school by pupils (e.g., sandwich, apple). Can understand routine classroom instructions about food or clothing (e.g., Take off your shoes if they are wet).</p> <p>I can understand the words for different items of clothing that I wear. I can understand the words for the items of clothing that other people wear. I can understand the words for the food that I eat at school or at home. I can understand if the teacher says something about food or clothes.</p>	63, 65

	<p>Can recognize and understand the names of basic foods. Can recognize and understand the names of the principal items of clothing</p> <p>I can read the words for different types of food. I can read the words for different items of clothing.</p>	63, 65
	<p>Can request basic items of food/drink in a school canteen, market or shop. Can ask how much an item costs. Can respond nonverbally (e.g., with a nod or shake of the head) or with singleword or very brief answers to questions about the food/drink and clothes he/she likes or dislikes.</p> <p>I can ask for items of food or drink in a shop or market or in a role-play activity in my class. I can ask for an item of clothing in a shop or market or in a role-play activity in my class. I can ask how much an item costs. I can say if I like a particular type of food. I can say which colour I like best in an item of clothing.</p>	64, 65
	<p>Can use key words and simple phrases/sentences to describe likes and dislikes (e.g., I do not like green apples, I like my new coat).</p> <p>I can say what food I like or do not like. I can say which colour or item of clothing I like or do not like.</p>	64, 65
	<p>Can copy or write lists of different foods, categorising them as appropriate (fruits, vegetables, meats, etc.). Can copy or write lists of clothing according to contexts of use (e.g., outdoor, indoor, school, sports).</p> <p>I can write lists of different foods according to the category. I can write lists of clothing used for different reasons.</p>	65, 65

MAIN VOCABULARY - Sub theme 1: Clothing	
Active:	
Romani: tšohňa holluja tiehňa staadi gaad, bai kostymma tröija holva	English: a skirt trousers a shoe a cap a shirt a costume a Romani woman's traditional blouse a sock

nutta	an overcoat
Passive:	
Romani: phikkengiire postin dummeskiiro, vestos tavartiina	English: suspenders a fur coat a vest an apron

MAIN VOCABULARY - Sub theme 2: Kitchen and food	
Active:	
Romani: gafla hirhilako tšeriba kaali matšesko tšeriba tuñni tšeriba glaasos mas roi thund piiri piiri phuujengiiro blanna khurmin riisos siiri drommesko paani tomaatos bou tšuuri paani	English: a fork pea soup coffee fish soup a jug a soup a glass meat a spoon milk a pan a casserol, a stew a potato sour milk a pie rice an onion tea a tomato an oven a knife water
Passive:	
Romani:	English:

MAIN VOCABULARY - Sub theme 3: Dental care	
Active:	
Romani: khand- daan daanengo brohta daanengo thau daanengo drambeskiro brohtav- onnosko sterdiba daanengo mas gulliba duk karsuv- traħħ- borrav- ħeu gullo tšunger phagurv- skammin džoralo	English: to smell of sth a tooth a tooth brush floss a dentist to brush breath / respiration gingiva ("gum") candy / sweets pain to suffer (from) to fear to drill a cavity sugar saliva to break a chair strong
Passive:	
Romani: just laser rettiba ħujiba	English: a root canal laser orthodontic treatment inflammation

MAIN GRAMMAR in this unit:	
Active:	Passive:
Revision of verbal inflection (pres. 3sg), Nom.Pl. of nouns	

Working with the ELP:		
Which part (s) of the ELP will be used?		Pages:
Language passport:	A1 Breakthrough	6-7
Language biography:	Food and clothes	28
Dossier:	Activity 1: Clothe- game attachment 8.1., Activity 4: clothes words and pictures of clothes grouped together according to their qualities, Activity 8: Circle of favourite colors, Activity 9: a copy of the Fruit- shout, Activity 12: ingredients of some food (written or drawn), Activity 14: a picture vocabulary for the fairytale, Activity 15: Tooth brushing poem.	


MAIN VOCABULARY – Sub-theme 1: Clothes	
Active:	
Romani: names of clothes, colors, fruits - seasons, weather	English:
Passive:	
Romani:	English:


MAIN VOCABULARY – Sub-theme 2: Kitchen and food	
Active:	
Romani: materials in kitchen, preparing food, ingredients, favorites	English:
Passive:	
Romani:	English:






MAIN VOCABULARY – Sub-theme 2: Teeth and dentist	
Active:	
Romani: teeth, health, doctor, dentist - my body, transports	English:
Passive:	
Romani:	English:


.... to be continued for the other sub-themes !


MAIN GRAMMAR in this unit:	
Active:	Passive:
	demonstratives, preterite2 -ID


Classroom Activity Nr: 1	Title of CA: Clothes-game	Duration: 20 min				
	Belongs to Sub-theme: clothes					
Description of activity:		Skill I	SF	EL P	Mat. / Res.	Att.
Children play the Clothes game (attachment 8.1.) in which they need to roll the dice and then according to the number of the dice draw and color clothes for the model figure. Before starting the game it is good to go through the descriptions of the clothes and remind pupils about the color words by coloring them with the right color.			GW	28	attachment 8.1.	8.1.


Classroom Activity Nr: 2	Title of CA: Do you have black socks?	Duration: 5 min				
	Belongs to Sub-theme: clothes					
Description of activity:		Skill I	SF	EL P	Mat. / Res.	Att.
When the teacher needs to give something for the pupils it is sometimes a good thing to use this situation as a learning situation. Teacher can for example invite the children to the front of the classroom by giving them instructions like: "Come forward and get your photocopy if you have black socks. Black socks, anyone? Pupils can reply: "I've got black socks!" And the teacher can congratulate them by saying "Congratulations Allan! Come over here to pick your paper."			TC	28	paper	


Classroom Activity Nr: 3	Title of CA: Put on a hat!-game					Duration: 15 min				
	Belongs to Sub-theme: clothes									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Teacher will divide the pupils into two teams. In the middle of the class there is a pile of clothes. Teacher shouts for example “Put on one sock!” One pupil from each team runs to the pile of clothes tries to put on a sock quickly. The winner is the one who was the quickest and has the sock on his/her feet first. For each winning the teams get one point. Teacher counts the points in the end and proclaims the winning team.						    	G W	28		


Classroom Activity Nr: 4	Title of CA: Sorting out different clothes					Duration: 15 min + writing 10min				
	Belongs to Sub-theme: clothes									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Teacher gives pupils pictures of different clothes which s/he has cut from the magazines, clothes catalogues or attachment 8.2. Teacher writes the top categories of the clothing on the blackboard: shoes, outside clothes, inside clothes, accessories and hats. Pupils' task is to group the items of clothing under the right top categories and add their names under the picture. In the end of the activity all the children need to write at least two words from each top category into their notebooks.							IW	28	attachment 8.2.	8.2.


Classroom Activity Nr: 5	Title of CA: Catch the ball!- game					Duration: 15 min			
	Belongs to Sub-theme: clothes								
Description of activity:					Skill I	SF	ELP	Mat. / Res.	Att.
All the pupils choose one name of clothes (a ready list might help) and whispers the teacher their chosen word. Pupils stand in the circle and their teacher stands in the middle of the circle and throws the ball up to the air shouting out a clothes word, for example “Jacket!” Those pupils who have whispered that word to the teacher must try to catch the ball. You can miss the ball or drop it three times before you have to go out of the circle. When the pupil has caught the ball they or teacher can shout out the next word.						G W	28	a ball	


Classroom Activity Nr: 6	Title of CA:Do you know, how much is the shirt? Do you know how much are the socks?							Duration:15 min			
	Belongs to Sub-theme: clothes										
Description of activity:							Skill	SF	ELP	Mat. / Res.	Att.
Teacher gives all the pupils sticker which includes a price (price can be anything between 1-50e) Teacher sticks these stickers to the back of their clothes for example jeans, shirt or socks so that pupils themselves cannot see them. At first pupils have to write on their notebooks a short list of basic clothes that they are wearing. Next the pupils start to move around in the class, stop, point at their own clothes and ask their classmate“ Do you know how much these jeans cost?” Pupils can check the price and then reply:“I know. It is 10 euros.” After getting the answer pupils must write the price on their notebooks and continue searching prices for their other clothes.								GW	28	stickers notebooks pen	


Classroom Activity Nr: 7	Title of CA: Circle of fruits- game					Duration: 20 min				
	Belongs to Sub-theme: Food									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Pupils sit in a circle. One of the pupils chooses one fruit, points at someone and says the name of the fruit aloud. This goes on until everyone has said a fruit name. Teacher can write down the names and fruits in the right order in order to check if pupils remember their own fruits and the right order the say the words, the person who has pointed them and the person who they pointed. The purpose of the game is to remember the right sequence of repeating the fruits. When everyone has said their fruit names the first person starts a checking round. Those who do not remember fall off							G W	28	fruits blackboard	


Classroom Activity Nr: 8	Title of CA: What is your favourite color?- Notebook work					Duration: 15 min			
	Belongs to Sub-theme: Colors								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
Children draw a big circle and divide it into sectors, for example 10 parts with a ruler. They color each part with a certain color and write the name of the color into it. Their task is to ask their family or classmates what colors do they prefer and mark their names on the right sector. If pupils cannot yet write well each person who has been interviewed can write their own name. Each person can name only 1 or 2 favorite colors.						IW / GW	28	markers notebooks	





Classroom Activity Nr: 9	Title of CA: Making a shout of fruits						Duration: 10 min				
	Belongs to Sub-theme: Fruits, clothes										
Description of activity:							Skill I	SF	EL P	Mat. / Res.	Att.
Many children like to shout. So why not to utilize this? Pick some fruit or clothes words and colors and make them into a funny rhythmic shout that you can memorize. Start a couple of lessons with this shout and you can be sure that children learn to shout the colors and fruits or clothes. Shouts are also a great way to overcome fear of talking Romani								G W	28		







Classroom Activity Nr: 10	Title of CA:Professional clothing					Duration: 20 min				
	Belongs to Sub-theme: clothes									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Pupils start by choosing some profession that they really like and drawing a picture of it on their notebooks. Teacher will then collect these pictures and everyone's picture will be shown to the other pupils and each pupil will tell themselves what happens in the picture. After every picture teacher summarizes its key points in Romani with two short sentences.							IW TC	28 20	markers notebooks	

Classroom Activity Nr: 11	Title of CA: What is missing? game						Duration: 15 min				
	Belongs to Sub-theme: kitchen and food										
Description of activity:							Skill I	SF	EL P	Mat. / Res.	Att.
Teacher will go to the school kitchen and borrow different small kitchen items like forks, knives, spoons, can openers, cups etc. A suitable amount is 10-15 items. If the class is big children could play this in smaller groups. Teacher will lay out these items on the table one by one and introduce their names in Romani. After this all the pupils close their eyes and teacher or one of the pupils will take off one item. Pupils' task is to guess which object is missing. They can tell the missing object's name in any language but it is essential that the item's Romani name will be repeated together by all the players. After this the item will be returned on its place and the guesser can take of the next thing. As a sign for closing your eyes can be some command like "Sleep now!" or "Close your eyes!" and a sign for opening them "Wake up now!" or "Open your eyes now!"								G W	28	kitchen items	


Classroom Activity Nr: 12	Title of CA: Ingredients for food					Duration: 30 min			
	Belongs to Sub-theme: kitchen & food								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
Pupils and teacher will choose one food and write its name on the board or notebooks. Then teacher will start to draw and write the ingredients, kitchen utensils, and verbs that you need to use for cooking this food. Pupils have to write or draw at least pictures of the ingredients, other things are extra. Homework can be to pick another food and to draw ingredients, kitchen utensils						TC	28	blackboard notebook markers	


Classroom Activity Nr: 14	Title of CA: A short fairytale with food	Duration: 30 min				
	Belongs to Sub-theme: food					
names with a Romani word. Because they already know the story pupils are able to figure out the meaning of these words. After the story pupils task is to make a picture and word vocabulary of the Romani words.						

Classroom Activity Nr: 15	Title of CA: Good teeth- bad teeth poem	Duration: 20 min				
	Belongs to Sub-theme: teeth and dentist					
Description of activity:		Skil I	SF	EL P	Mat. / Res.	Att.
<p>Teacher writes a poem in Romani of how to take care of your teeth with some lacking words, including picture clues for answering. For example:</p> <p>“Brush your teeth every ____ and _____. (symbols of morning and evening)</p> <p>Not too much _____and too much _____ (symbols of soft drink and sweets)</p> <p>Don’t bite a _____ and don’t bite a _____ (symbols of bottle tops and cans)</p> <p>Your tooth is not a tool.</p> <p>_____ your teeth. (symbol of loving, heart)</p> <p>_____ your teeth (symbol of protection)</p> <p>Healthy white teeth are a _____ “(pride, richness, beautiful thing)</p> <p>Pupils can themselves decide what words do they add to the poem.</p>		   	TC G W	28 14 30	blackboard	

Number of sample lesson plan: 1		Topic of LP: Food					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
14	30	Teacher will choose some common fairytale that all the pupils know very well for example Three bears and the Goldilocks or the Little Red Riding Hood. Teacher starts to read a simple short version of the story in the majority language but has replaced some of the key points and food names with a Romani word. Because they already know the story pupils are able to figure out the meaning of these words. After the story pupils task is to make a picture and word vocabulary of the Romani words.	  	TC IW	28 16	a story with food words in it		
11	15	Play after the story: What is missing?- game. Teacher will go to the school kitchen and borrow different small kitchen items like forks, knives, spoons, can openers, cups etc. A suitable amount is 10-15 items. If the class is big children could play this in smaller groups. Teacher will lay out these items on the table one by one and introduce their names in Romani. After this all the pupils close their eyes and teacher or one of the pupils will take off one item. Pupils' task is to guess which object is missing. They can tell the missing object's name in any language but it is essential that the item's Romani name will be repeated	  	G W	28	kitchen items		

Number of sample lesson plan: 1		Topic of LP: Food					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		together by all the players. After this the item will be returned on its place and the guesser can take of the next thing. As a sign for closing your eyes can be some command like “Sleep now!” or “Close your eyes!” and a sign for opening them “Wake up now!” or “Open your eyes now!”						
Learning objectives:		→ Pupils learn to figure out the meaning if the Romani words from the context of the story. → Pupils learn kitchen utensils and food words through What is missing?- game. → Pupils will learn new vocabulary about food.						

Number of sample lesson plan: 2		Topic of LP: Clothes					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
4	25	<p>Teacher gives pupils pictures of different clothes which s/he has cut from the magazines, clothes catalogues or attachment 8.2. Teacher writes the top categories of the clothing on the blackboard: shoes, outside clothes, inside clothes, accessories and hats. Pupils' task is to group the items of clothing under the right top categories and add their names under the picture. In the end of the activity all the children need to write at least two words from each top category into their notebooks.</p>		IW	28	attachment 8.2.	8.2.	

Number of sample lesson plan: 2		Topic of LP: Clothes					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
5	15	Play Catch the ball- game: All the pupils choose one name of clothes (a ready list might help) and whispers the teacher their chosen word. Pupils stand in the circle and their teacher stands in the middle of the circle and throws the ball up to the air shouting out a clothes word, for example “Jacket!” Those pupils who have whispered that word to the teacher must try to catch the ball. You can miss the ball or drop it three times before you have to go out of the circle. When the pupil has caught the ball they or teacher can shout out the next word.		G W	28	a ball		
Learning objectives:		→ Pupils will learn the names and categorization of clothes. → Pupils will learn improve the pronunciation and conversation about clothes.						

... feel free to create more sample lesson plans than at least two of them ... :o) !

Sources (pictures, texts, links, ...):