






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): Me and my family
Included Sub-themes: 1. Myself and my family 2. Body parts
Connected main themes in the CFR:

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can understand basic questions asked by the teacher, an adult or another pupil (e.g. What is your name?, How old are you?, Is this your brother? etc.). I can understand when the teacher asks me my name or my age or the names or ages of my brothers(s), sister(s) or friend(s).	26
	Can find his/her name on a class/team list. I can find my name on a list. I can find the names of other people in my family.	26
	Can greet the teacher, other adults and pupils in an appropriate way and say goodbye. I can tell my name and age when asked for this information. I can say hello and goodbye to other people. I can answer questions about the names of other people in my family. I can ask a simple question.	27

	<p>Can make a short, incomplete statement about him/herself or family structure.</p> <p>Can use simple phrases to describe his/her own appearance, including eye and hair color, size, height.</p> <p>I can say something about my family.</p> <p>I can describe myself.</p>	27
	<p>Can copy words about him/herself from the board.</p> <p>I can write my name, address and the name of my school.</p> <p>I can write the names of other people in my family.</p> <p>I can write the name of the place where I live.</p>	28

Working with the ELP:		
Which part (s) of the ELP will be used?		Pages:
Language passport:	This is me, My culture	4, 9
Language biography:	Myself and my family, My community	14, 18
Dossier:	My new words, My drawings of my family	39-41

MAIN VOCABULARY – sub theme 1: Introducing myself	
Active:	
Romani: oldra sar koon so mango me me som mango nau hin nau aaññ- tukko tu	English: age how who what my I My name is I am name to be your You

tu sal phurano/phurani iek dui triin staar pangh hou efta ohta enja deh	you are old masculine/feminine 1 2 3 4 5 6 7 8 9 10
Passive:	
Romani: buuruv- me buuruvaa tu buuruveha fooros aro aro fooros aro them	English: to live I live You live a city in in a city in the countryside

MAIN VOCABULARY – sub theme 2: Names	
Active:	
Romani: lengo lesko / lako lesko / lako nau hin ... so mango nau naave aañh- tukko	English: their his / her his / her name is ... what my name names to be your
Passive:	
Romani:	English:

MAIN VOCABULARY – sub theme 3: Family and relatives	
Active:	
Romani: daad daadesko daad daadesko dai ame mango huupa tšau tšaave syski kak pheen phenja tšai tšaija biibi biibija phuuride phaal phaale dai dako daad dako dai	English: father grandfather (father's father) grandmother (father's mother) we my a family a boy boys cousins an uncle a sister sisters a girl / a daughter girls / daughters an aunt aunts parents a brother brothers a mother grandfather (mother's father) grandmother (mother's mother)
Passive:	
Romani: ternide maan hin ... aro mango huupa ... aro phuranide	English: younger I have ... in my family ... in older

MAIN VOCABULARY – sub theme 4: Greetings	
Active:	
Romani: Tšiňko sarra! Tšiňko rat! Tšiňko kvella! Paarkiba Mange ħunjula tšiňko	English: Good morning! Good night! Good evening! Thank you! I'm doing fine.

So tukke / tumenge ħunjula? Aaħ Deuleha! Aaħħen Deuleha! Tšiħko diives! Tume	Ho do you do? Good bye! (singular / plural) Good day! You (plural)
Passive:	
Romani: Koon hin tukko phuuride? Katta tume vena / tu veva? Me vaa Baro foorosta Mango daad hin ... ta mango dai hin ...	English: Who are your parents? Where do you come from? (singular / plural) I come from Helsinki My father is ... and my mother is ...

MAIN VOCABULARY – sub theme 5: Greetings and times of the day	
Active:	
Romani: Sarra Sarrako diives Kvella Kvellako diives Diives Rat	English: A morning Before noon An evening An afternoon A day A night
Passive:	
Romani: Sartti Bitti Aro kvella Sient Kaan Kaan hin ... Hinko kaan ..? Fuort Aro divisa Rassa	English: In the morning Early In the evening Late Now Now is Is now ..? Soon During the day During the night

MAIN VOCABULARY – sub theme 6: Masculine and feminine, jou and joi	
Active:	
Romani: Jou Joi	English: He She

Joon Joon hin ... Komunis / komuja Farabi Džeenno / džeeene Džuuli / džuuja Tšau / tšaave Tšai / tšaija	They They are ... A person / persons A face A man / men A woman / women A boy / boys A girl / girls
Passive:	
Romani: Feminiino Joi hin tšai / jou hin tšau Maskuliino Hinko douva/dauva komunis tšai elle tšau?	English: Feminin He/She is a boy / a girl Masculine Is that/this person a girl or a boy?

MAIN VOCABULARY – sub theme 7: Verbs	
Active:	
Romani: dža džaa / džaha / džala / džaha / džana / džana aaňh- aaňhaa / aaňheha / aaňhela aaňhaňa / aaňhena / aaňhena tšeer tšeeraa / tšeereha / tšeerela tšeeraha / tšeerena / tšeerena vaa vaa / vaha / vela vaha / vena / vena	English: heilua To go I go / You go / He/She goes / we go / you go / they go To be I am / you are / he/she is we are / you are / they are to do I do / you do / he/she does we do / you do / they do To come I come / you come / he/she comes we come / you come / they come
Passive:	
Romani: ranuv- ranuvaa / ranuvela / ranuvaha beňh beňhaa / beňheňa / beňhela rann rannaa / ranneha / rannela džamb džambaa / džambeha / džambela	English: to jump I jump / he/she jumps / we jump to sit I sit / you sit / he/she sits to write I write / you write / he/she writes to sing I sing / you sing / he/she sings

drabav- drabavaa / drabaveha / drabavela rakkav rakkavaa / rakkaveha / rakkavela	to read I read / you read / he/she reads to speak I speak / you speak / he/she speaks
---	--

MAIN VOCABULARY – sub theme 8: I describe myself	
Active:	
Romani: siivo baale stöt maan hin ... mango baale / jakka hin kaalo besko langħto bruuno jak / jakka jakkako fransi blaato baro kaalo parno gröönt	English: gray hair short I have ... My hair is / my eyes are black small long brown eye / eyes eye lashes blue big dark light green
Passive:	
Romani:	English:


MAIN VOCABULARY – sub theme 9: Describing people and things	
Active:	
Romani: les / la / dooles hin ... dželto buut förja so förjä ...? förjakiiro lolo	English: He / she / it has... yellow many / a lot a colour what colour ...? colourful red


Passive:	
Romani:	English:


MAIN VOCABULARY – sub theme 10: Body parts	
Active:	
Romani: daane baale piero / piero farabi meen vast / vaste nak phikko tšekan tšam ħeero dummo jak / jakka anguš mui varpos / varpi maaga	English: teeth hair a foot / feet a face a neck a hand / hands a nose a shoulder a forehead a chin a head a back an eye / eyes a finger a mouth a toe / toes a stomach
Passive:	
Romani:	English:


MAIN GRAMMAR in this unit:	
Active:	Passive:


Alphabet, pronunciation, 3rd person person pronoun <i>joi/jou, hin</i> 'is'	Nom.Pl of nouns (Masculines in -ø, -o, -os) present tense form of verbs
--	--


Classroom Activity Nr: 1	Title of CA: Telling my name, age and something about myself					Duration: 10-15 min				
	Belongs to Sub-theme: introducing myself									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
The teacher introduces herself and her family. The teacher can also use hand puppets or finger puppets that can help children to present little plays and textbook stories in the future. Hand puppets can tell their names (“I am Anna the Banana”), age (“I am seven”), something funny about themselves (“I am yellow”), and then ask the names and ages of individual children: “What is your name? How old are you?”							TC	14	hand puppets or finger puppets	


Classroom Activity Nr: 2	Title of CA: Name cards							Duration: 10 min				
	Belongs to Sub-theme: names											
Description of activity:								Skill I	SF	EL P	Mat. / Res.	Att.
The teacher gives out ready-made name cards with the pupils' names on them. Children strengthen the letters of their own names on top of the ready written names. Then they decorate the name cards nicely.									IW	14	ready-made name cards	



Classroom Activity Nr: 3	Title of CA: Family member game							Duration: 5+15min			
	Belongs to Sub-theme: family and relatives										
Description of activity:							Skill	SF	ELP	Mat. / Res.	Att.
The teacher pre-teaches the children the family vocabulary on the blackboard for 5 minutes. Children play the “Family members” game. They roll the dice and move forward on a game board that has the faces of mother, father, sister and brother in it. Children say the words aloud and keep count of them using a chart. In the end of the playing time the children count how many times they got the word mother etc. The family member that gets the highest count wins.								PW / GW	14	Attachment game board	1.1


Classroom Activity Nr: 4	Title of CA: Family poster					Duration: 20 min				
	Belongs to Sub-theme: family members									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
The teacher brings old magazines and other publications with people’s pictures in them. Children cut out pictures of people from the magazines in small groups and form families of these pictures. Families can be glued together on a poster and names can be given to the families and their members.							G W	14	magazines, scissors, glue, pens, big paper for the posters	


Classroom Activity Nr: 5	Title of CA: Making and singing a greetings song					Duration: 30 min			
	Belongs to Sub-theme: greetings								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
Take some children’s song, Roma song or a rhythmic poem that is easy to learn or that everyone already knows. For example: “Incy-wincy spider” is a good song. Make up new words for the song, for example “Good, good morning all the Roma children. How are you? I’m fine thank you. What a happy day...” It is great if you can fit Good morning! Good day! Good evening! and Good night! to the same song. This song can be written beautifully on a poster and sang during the beginning of every lesson for the first months of the semester.						TC G W	14		


Classroom Activity Nr: 6	Title of CA: Greetings game							Duration: 15 min				
	Belongs to Sub-theme: greetings											
Description of activity:								Skill	SF	ELP	Mat. / Res.	Att.
Children stand in a circle. One goes to the middle of the circle (the guesser) and puts on a big hat or a scarf so that he can not see anything. Other children walk in the circle quietly around him/her. The child in the middle says “Stop!” and everyone stops. Then the blinded child walks to one of the children in the circle and greets him/her. The chosen child must repeat the greeting. If the child in the middle guesses who the speaker is, roles change and the identified child takes the hat/scarf and goes to the middle. Note: This is a good game when the children already know each other quite well.									G W	14	a big hat or a scarf (can also be made out of a newspaper)	


Classroom Activity Nr: 7	Title of CA: Revision of greetings					Duration: 15 min				
	Belongs to Sub-theme: greetings and time of the day									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
The teacher draws four symbols: sunrise, sunshine, sunset and moon on the blackboard. The s/he asks the children which symbol fits each of the written greetings: Good morning! Good day! Good evening! Good night! Then she gives the children photocopies of the attachment 1.2. Children draw the symbols on each picture. Those who can already read can read the sentences under the pictures.							TC IW	14	photocopies of the attachment	1.2

Classroom Activity Nr: 8	Title of CA: Making a worm					Duration: 20 min				
	Belongs to Sub-theme: masculine and feminine he and she									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
The teacher gives children green or yellow papers (or any two colours) according to their gender. Girls write the word “she” and boys the word “he” on their papers. Then the teacher tells the children that they need to make one big worm of themselves. The teacher gives the children orders on how to make the worm. For example, if the teacher says: “Form a worm that has 1 boy, 1 girl, 1 boy, 1 girl, I mean he, she, he, she...” or “Form a worm that has 2 boys, 2 girls, 2 boys, 2						 	G W	14	papers of two different colors	


Classroom Activity Nr: 8	Title of CA: Making a worm					Duration: 20 min				
	Belongs to Sub-theme: masculine and feminine he and she									
girls” ,the children have to arrange themselves according to teacher’s orders. Because of the coloured papers it is very easy to see if the worm is right or wrong. You can also check the worm by making the children rhythmically say aloud their words. When the children get good at this you can also divide the children into teams and make this game a competition.										



Classroom Activity Nr: 9	Title of CA: She and he- game					Duration: 15-20 min				
	Belongs to Sub-theme: masculine and feminine he and she									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
The teacher gives the children photocopies of a “She and he” game. Children roll the dice and move forward on the game board that has the faces of women, men, boys and girls in it. When the children land on the pictures they say aloud either “She is a girl.” or “He is a boy.” and add a cross for the corresponding gender on a counting chart. In the end of the playing time children will count how many times they got the word mother etc. The gender that gets most of the crosses will win.							G W	14	photocopies of the game board	1.3

Classroom Activity Nr: 10	Title of CA: Opposites					Duration: 20 min				
	Belongs to Sub-theme: verbs									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
The teacher gives the children photocopies of the attachment 1.4. In the attachment there are pictures of different verbs. The pupils' task is to find the verbs that have opposite meanings, for example sit and stand, open and close, laugh and cry, live and die, etc. Pupils connect these verbs with a line. After this pupils will complete the sentences with the correct verb.							IW	14	photocopies of the attachment	1.4.


Classroom Activity Nr: 11	Title of CA: A cartoon: Meeting friends and family					Duration: 20 min			
	Belongs to Sub-theme: greetings								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
Children draw a cartoon of their friends and family on a ready cartoon frame which includes the greetings.						IW	14	photocopies of the attachment	1.5


Classroom Activity Nr: 12	Title of CA: Captain says...-game							Duration: 10 min			
	Belongs to Sub-theme: Verbs										
Description of activity:							Skil	SF	EL	Mat. / Res.	Att.

Classroom Activity Nr: 12	Title of CA: Captain says...-game					Duration: 10 min				
	Belongs to Sub-theme: Verbs									
						I		P		
The teacher is the first captain who tells children what to do, showing them simultaneously the right actions. If the teacher says: “captain says sit!” everyone in the class has to sit. But, if the teacher says: “ Sit! ” no-one should obey, because captain didn’t say so. Before starting the real game, all the verbs must be shown several times in order for the pupils to be able to take part. The ones who act wrongly will be pardoned twice but on the third wrong move they will fall off the game and they should sit down.							TC	14		


Classroom Activity Nr: 13	Title of CA: My face					Duration: ____ min				
	Belongs to Sub-theme: describing myself									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
The teacher gives the pupils attachment 1.6. The teacher and the pupils read together the poem about the parts of the face, translate it and then connect the words to the picture of the face.						 	IW	14	photocopies of the attachment	1.6


Classroom Activity Nr: 14	Title of CA: Monster						Duration: 20 min				
	Belongs to Sub-theme: describing creatures and people										
Description of activity:							Skil	SF	EL	Mat. / Res.	Att.

Classroom Activity Nr: 14	Title of CA: Monster				Duration: 20 min				
	Belongs to Sub-theme: describing creatures and people								
					I		P		
Children draw a picture of a monster’s face. The teacher can give the children a dice which will give the children the number of eyes, ears, teeth etc. which they need to draw. In the end the children can add hairs on the monster’s face and name it. The teacher can write them what does the monster say. Monsters can be presented to the whole class and their eyes, mouths etc. counted on the next lesson. The monsters should be included into the dossiers.						IW	14	dice	

Classroom Activity Nr: 15	Title of CA: Mirror- game and body parts					Duration: 5-10 min			
	Belongs to Sub-theme: Body parts								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
The teacher teaches the body parts by pointing them out to the children and naming them, and the children repeat the teacher’s gestures and words. The teacher can also use some song (e.g. “Head and shoulder’s knees and toes...”) or a rhyme that includes body parts and instructions to do something for example turn, shake your hand, put your left foot forward etc.).						TC G W	14		

Classroom Activity Nr: 16	Title of CA: Mirror- game and body parts						Duration: 10 min				
	Belongs to Sub-theme: Body parts										
Description of activity:							Skill	SF	EL	Mat. / Res.	Att.

Classroom Activity Nr: 16	Title of CA: Mirror- game and body parts					Duration: 10 min				
	Belongs to Sub-theme: Body parts									
						<i>I</i>		<i>P</i>		
After this the children will play the Mirror game in pairs according to the teacher’s instructions in Romani and their immediate translation. One pupil is the active mover and the other pupil aims to be his/her reflection in the mirror. The aim of the game is that children move simultaneously doing what the teacher tells them to do in unison. For example if the teacher says “Move your hand very slowly! ” After five movements children can change roles.							TC P W G W	14		

Classroom Activity Nr: 17	Title of CA: Mirror- game and body parts					Duration: 20 min			
	Belongs to Sub-theme: Body parts								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
The teacher gives the children attachment 1.7 containing pictures of the body parts which need to be coloured and connected to the corresponding words.						IW	14	photocopies of the attachment	1.7

Number of sample lesson plan: 1		Topic of LP: 1 A: Koon tu sal? Koon me som?					Duration: ____ min				
CA-Nr.	Time	Sample Lesson Plan					Skill	SF	ELP	Mat. / Res.	Att.
		1a) Esittely ope itsensä ja käsi/sormi/tikkunuket (kirjan hahmot, jotka auttavat lapsia joskus									

Number of sample lesson plan: 1		Topic of LP: 1 A: Koon tu sal? Koon me som?					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		tehtävissä ja näytelmissä)						
		2a) Käsinuket kertovat ketä ovat, kuinka vanhoja ovat ja kysyvät lasten nimiä ja ikiä						
		3a) Nimilaput, väritetään, jotka osaavat kirjoittavat itse muille, ope antaa mallin/ tai valmiin pohjan						
		4a)Lauletaan laulu : matkustan ympäri maailmaa laukussa leipää ja piimää vaan kun tapaan uuden ystävänä sanon hänelle päivää Tino ja hän sanoo päivää Mari,						
		5a)Tutustutaan oppikirjoihin (ellei ole niin annetaan vihkot), selataan kuvia ja valitaan mieluinen kuva . lapset kertovat valinnastaan						
		6a)Opettaja esittelee kirjan hahmot (muut +käsinuket)						
		7a)kirjoitetaan nimi kirjaan						

Number of sample lesson plan: 1		Topic of LP: 1 A: Koon tu sal? Koon me som?					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		Kotitehtävä näyttää kirjaa kotona, lukea esipuhe ja selata sitä. Tehtäviä EI saa tehdä.						
Learning objectives:		→ → →						

Number of sample lesson plan: 2		Topic of LP: tervehdykset					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		8a) Luokkaan tullessa opettaja tervehtii kädestä ja sanoo tsihko sarra esittelee itsensä ja kysyy nimen ja oppilas vastaa, tsihko sarra me som Tino						
		9a) Tervehdykset: Tsihko sarra, tsihko diives, tsihko tamlo, tsihko rat, hai, aahhen Deuleha, sastipe tukke, so tukke Hunjula?						
		10a) Mikä päivä tänään on? Opettaja kirjoittaa taululle päivän nimen ja päivämäärän ja nimeää kuukauden ja vuoden. Taputustavulukuna toistetaan						

Number of sample lesson plan: 2		Topic of LP: tervehdykset					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		11a) Motorinen harjoitus. Tuulinen päivä, Rivissä luokan perältä lapset ”taistelevat tuulta vasten eteenpäin välillä pysähtyen. Opettaja suhisee kuin tuuli. Lapset kuuntelevat opettajaa ja muuttavat liikkeen hitaammiksi kun ääni voimistuu jne. Lopuksi hiivitaan hipihiljaa omille paikoille.						
		12a) Millainen ilma tänään on? Opettaja näyttää aurinkoa, sadepilveä, tuuli kuvaa pilvistä. Laitetaan taululle pvämäärän alle. oliko kylmä vai kuuma?						
		13a) Kirjat esille, mitä vanhemmat sanoivat? kirjat kiinni.						
		14a) Motorinen harjoitus: kyljillään oleva kahdeksikko.						
		15a) Kirjat auki. Luetaan yhdessä otsikko. Mietitään mitä’ tehdään Opettaja näyttää kynän oikean oikean asennon. Tehdään ensimmäinen tehtävä . Kynä pöydälle kun on tehnyt. Eriytys?!?						
		16a) Ravistellaan kädet . Aukaistaan kotitehtävä sivu luetaan kotitehtävä ja merkitään se.						
Learning objectives:		→ →						

Number of sample lesson plan: 3		Topic of LP: tytöt ja pojat jou/joi					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		17a) Tyttö ja poikanukke kuvat opettaja näyttää. koon jou hin/ koon joi hin? Hinko joi tsau ellet sai. Joi / jou hin tsau tsai						
		18a) Ryhmätehtävä: luokka: jako tyttöihin ja poikiin. Tehtävä mato: Pojat piirtävät oman madon ja tytöt oman. Jokainen lapsi piirtää oman pätjän. sitten ne yhdistetään. >ryhmässä toimiminen yhteistoiminta-						
		19a) Arvostellaan madot, annetaan nimi. kerrotaan perheestä onko madolla isä äiti sisaruksia ym.						
		20a) Lapset kertovat omasta perheestään kuinka monta henkeä.						
		Kotitehtävä: piirtää kuva perheestä jokainen perheenjäsen voi itse piirtää oman /saa pyytää apua sisaruksilta) ja kirjoittaa jokaisen nimi alle.						
Learning objectives:		→ →						

Number of sample lesson plan: 4		Topic of LP: kertaus Minun perheeni					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		21a) Esitellään jokaisen perhe, Laitetaan kuvat seinälle! ihaillaan kaikkia. Lasketaan kuinka monta jäsentä kussakin perheessä on.						
		22a) Kirja esille: luetaan yhdessä sormella seuraten teksti minun perheeni isä äiti sisar veli (mummo vaari)						
		23a) Kirjoitustehtävä Isä äiti Kotitehtävä: väritä kirjan perhekuva						

Number of sample lesson plan: 4			Topic of LP: kertaus Minun perheeni							Duration: ____ min			
CA-Nr.	Time	Sample Lesson Plan							Skill	SF	ELP	Mat. / Res.	Att.
Learning objectives:		→ →											

Number of sample lesson plan: 5		Topic of LP: Body parts					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		24a) kertaus Kuvasta nimeäminen jokainen nimeää omasta kuvastaan vuorotellen.: Isä äiti, sisko, veli.						
		25a) Kuvat: Kasvot minun kasvoni tytön ja pojan kasvot, nimetään silmät suut, korvat ym.						
		26a) Hirviokuva: Ope antaa ohjeet piirrä viisi silmää, kolme korvaa, kaksi nenää, yksi suutms.						
		27) kirjoitetaan/luetaan loru silmä silmä , nenä suu, korva korva, otsa kaula ja leuan luu						

Number of sample lesson plan: 5		Topic of LP: Body parts					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		kotitehtävä: kirjoitusharjoitus silmä nenä suu korva, yhdistä sana ja kuva kirjoita kaksi sanaa						
Learning objectives:		→ →						

Number of sample lesson plan: 6		Topic of LP: Body parts					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		Kertaus: silmä-loru luetaan yhdessä,						
		28a) piirretään ja väritetään oma naama ja leikataan paperista						

Number of sample lesson plan: 6		Topic of LP: Body parts					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		29a) pää olkapää peppu sormet varpaat-laulu						
		30a) liimataan pää paperiin ja piirretään muut ruumiinosat ja nimetään ne Kotitehtävä: yhdistä sanan tavut ja kuvan puolikkaat						
Learning objectives:		→ →						

Number of sample lesson plan: 7		Topic of LP: Body parts					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		kertaus –laulu						
		31a) Piirretään parityönä kädet ääri viivat ja niille sormikkaat??? /väritetään KOOTAAN kollaasi						
		32a) lasketaan sormet ja varpaat, nimetään sormet						
		33a) loru tämä pikkurilli jne.						
		34a) kirjoitusharjoitus						
		35a) kirjasta lorut-luku						
		35a) motorinen sormiharj. taputa sormia vastakkain peukalo-pikkurilli x2, peukalo –nimetön x2 jne ja takaisin, ravistetaan käsiä						

Number of sample lesson plan: 7		Topic of LP: Body parts					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		kotitehtävä, kirjoita käteen sormien nimet						
Learning objectives:		→ →						

Number of sample lesson plan: 8		Topic of LP: Repetition					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		36a) yhdistä nimet ja kuvat -kirjaimia puuttuu , pitää kirjoittaa joi/jou yhdistä isä äiti siskot veljet isovanhemmat						

Number of sample lesson plan: 8		Topic of LP: Repetition					Duration: ____ min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
Learning objectives:		→ →						

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

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