






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): Nature, animals
Included Sub-themes: 1. Pets 2. Animals in the city 3. Farm animals 4. Wild animals 5. Finnish nature 6. Exotic animals 7. Finnish animals
Connected main themes in the CFR: Food, My community

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can recognize and understand basic words relating to animals and plants when they are spoken or read aloud, especially when supported by pictures, mime, etc. Can recognize and understand the names of familiar animals and plants when they are read aloud in stories and other texts. I can recognize and understand the words for different animals and plants.	75, 77

	<p>Can use pictorial support to recognize and understand the names of animals and plants when they are written down (e.g., in a picture dictionary, on a wall chart). Can recognize and understand the names of animals on flash cards or posters.</p> <p>I can read the words for different animals and plants on a chart or in a book.</p>	75, 77
	<p>Can use key words and simple phrases/sentences to answer basic questions about keeping a pet, liking animals, etc. Can use key words and simple phrases/sentences to answer basic questions about changes in plants as they grow.</p> <p>I can answer some simple questions about the animals we keep as pets and animals in the countryside. I can answer some simple questions about keeping a pet. I can answer some simple questions about the different plants that grow in different situations (e.g. flowers, trees, crops etc.)</p>	76, 77
	<p>Can name the animals that he/she is familiar with. Can name the types of plants grown in different situations (e.g. flowers, trees, crops, vegetables etc.)</p> <p>I can tell the names of the animals that I have seen. I can tell the names of animals that I see in a story book. I can tell the names of the animals that Roma people worked with in the past.</p>	76, 77
	<p>Can copy or write appropriate labels on drawings of animals.</p> <p>I can write the names of animals that I know. I can write the names of animals that are in stories.</p>	77, 77

Working with the ELP:		
Which part (s) of the ELP will be used?		Pages:
Language passport:	A1 Breakthrough	6-7
Language biography:	Nature and animals	32
Dossier:	Activity 1: a picture vocabulary of pets, Activity 2: a picture of one cartoon character with adjectives and nouns related to it, Activity 5: one of the animal song, Activity 7: picture or a word list of the animals observer, Activity 9: a funny animal drawing, Activity 10: Missing animals- attachment 10.1., Activity 12: zoo or petshop-	

	attachment 10. 2., Activity 13: words, pictures and drawings of different natural environments	
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MAIN VOCABULARY – Sub theme1: Pets	
Active:	
Romani: (??) matšo spaako rottos maňka džuklo koroba (??) thouv- foija džuusav- ňahav- rigav- auri	English: a hamster a fish a fancy rat a cat a dog a basket a guinea pig to wash a nest to clean (up) to feed to take out / to walk
Passive:	
Romani:	English:

MAIN VOCABULARY – Sub theme2: Animals in cities	
Active:	
Romani: rottos tširiklo bedos phuujakiiro	English: a rat a bird an insect a mole
Passive:	
Romani:	English:


MAIN VOCABULARY – Sub theme3: Farm animals	
Active:	
Romani: grai oksos petlav- mañka džuklo vuorduja kreatuurengo ookra / dža aro kreatuurengo ookra bakro gurni doňň- jaagav- phussa / phusja khuuro valagoosav- traad- apo dummo baliňno grañi bakri vallav- sterd- busni	English: a horse a bull to shoe a cat a dog a cart a pasture / to graze a sheep a cow to milk a cow to hunt straw a stallion to herd to ride a pig a mare an ewe to keep guard to pull a goat
Passive:	
Romani:	English:
MAIN VOCABULARY – Sub theme4: Wild animals	
Active:	
Romani: smooran ritš reevos sap tširiklo phuujakiiro speura ruu	English: a mouse a bear a fox a snake a bird a mole a wild reindeer a wolf
Passive:	
Romani:	English:


MAIN VOCABULARY – Sub theme5: Finnish nature	
Active:	
Romani: öödimen phuu leen björk blomma ruk loolo kaht hyönos veñ beregä engä kaht neura halla	English: wilderness a lake a birch a flower a spruce an alder sea a forest a hill a meadow a tree birch bark a mountain
Passive:	
Romani:	English:


MAIN VOCABULARY – Sub theme7: Finnish animals	
Active:	
Romani: amboris stukka hoñhos ritš loolo matšo	English: a perch a pike a rabbit a bear a salmon


utšardi ruu parno matšo	a reindeer a wolf a roach
<i>Passive:</i>	
Romani:	English:


<i>MAIN GRAMMAR in this unit:</i>	
<i>Active:</i>	<i>Passive:</i>


Classroom Activity Nr: 1	Title of CA: Making a picture dictionary of pets	Duration: 15 min				
	Belongs to Sub-theme: Pets					
Description of activity:		Skill I	SF	EL P	Mat. / Res.	Att.
Children will make a picture dictionary of pet pictures on a poster and write their names. Make sure everyone can color at least one animal and glue it on the poster. A project.			IW G W	32	computer internet	


Classroom Activity Nr: 2	Title of CA: City, country and wildlife animals	Duration: 15 min				
	Belongs to Sub-theme: Pets					
Description of activity:		Skill I	SF	EL P	Mat. / Res.	Att.
Teacher will give pupils a mixed pile of pictures or words of the city and country animals. Pupils need to discuss and categorize the animals into three groups according to the animal's natural habitat. Children will then write sentences of the animals, for example "Rats live in the city." "Lions live in the wildness." "Pigs live in the countryside." Birds live in the city, countryside and wildness." or Birds live everywhere"			G W	32 18	pictures and words of animals	


Classroom Activity Nr: 3	Title of CA: Caring for pets					Duration: 30 min				
	Belongs to Sub-theme: Pets									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Teacher lists verbs that you need when caring for different animals. What do you do when you take care of pets? You feed, brush, wash, walk with them and keep them safe. When do you do it? Add a definition of time for doing something. What do the pets do? They sleep, eat, wander around, hunt, run after, bark, purr etc. Add some adjectives to define how the pets do something. Make these into sentences. For example: I feed my dog in the morning. I walk with my dog. My dog barks loud. Or I know a dog called Sammy. My friend walks Sammy every morning. etc.							TC / GW / IW	32 / 30	computer internet	


Classroom Activity Nr: 4	Title of CA: Cartoons figures that are animals					Duration: 20 min				
	Belongs to Sub-theme: Animals									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Print pictures of different cartoon figures that are animals. These can easily been found from the Internet. Divide children into groups with dictionaries. Give them one picture of a cartoon figure and ask them to add adjectives and nouns to them. If they can they can find more from the dictionaries or a ready-made word list. They can also ask teacher for more words.							GW	32	computer internet	


Classroom Activity Nr: 5	Title of CA: Old McDonald had a farm- song							Duration: 15 min				
	Belongs to Sub-theme: Farm animals											
Description of activity:								Skill I	SF	EL P	Mat. / Res.	Att.
Teacher can translate the song "Old McDonald had a farm" into Romani and teach it to the children. Children can be divided into groups and given some animal role. They will make the animal sounds according to their animal role during the singing. A good homework would be to draw what useful things or food do Old McDonald's farm animals produce.									G W	32 28	computer internet	


Classroom Activity Nr: 6	Title of CA: Comparing animals							Duration: 10 min				
	Belongs to Sub-theme: : Animals											
Description of activity:								Skill I	SF	EL P	Mat. / Res.	Att.
Pupils get a list of opposite adjectives that define some animals such as wild>< tamed, thin>< fat, quick>< slow, carnivore>< herbivore etc. They need to combine the words with right animals. “A lion is a wild and quick animal.” Teachers can also pre-teach different comparative forms of adjectives, for example big-bigger- the biggest, fast-faster- the fastest. After this s/he can ask children to compare some animals on this three scale “Horse is big. Elephant is bigger. T-Rex dinosaur is the biggest animal.” “ Mouse is small. Bee is smaller. A flea is the smallest animal. Pupils can use picture aids for grouping animals and trying to figure out comparisons.									G W / IW / TC	32	computer internet	





Classroom Activity Nr: 7	Title of CA:Reporting the animals you see					Duration: 15 min				
	Belongs to Sub-theme: Animals in the city/countryside/wildness									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Pupils' homework is to list or draw animals that they see and where they see them before the next lesson. In the beginning of the next lesson teacher will make a poll of pupils' observation. If possible teacher can also go out of the classroom for a while during the class and find at least birds, bugs and flies from the surroundings.							IW	32	notebooks and pens	


Classroom Activity Nr: 8	Title of CA: Do you have a dog? -game							Duration: 15 min			
	Belongs to Sub-theme: Animals										
Description of activity:							Skill I	SF	ELP	Mat. / Res.	Att.
Pupils sit in a circle and one of the pupils throws a ball to another asking “Do you have a dog?” If the person does not have a dog, s/he has to return the ball to the sender and say “No, I haven’t.” but if s/he has got a dog s/he will reply “ Yes, I have.” and s/he can throw the ball to someone else. If children don’t have many pets you can mix some common words like family members with the animal words.								GW	32	a ball	


Classroom Activity Nr: 9	Title of CA: Animal features				Duration: 15 min				
	Belongs to Sub-theme: Animals								
Description of activity:					Skill	SF	ELP	Mat. / Res.	Att.
Teacher puts lots of papers with animal names, one name “Cat” written on top of each paper to the middle of the circle. Teacher starts to sing or play the music and every time that the music stops pupils have to grab one paper and draw some feature to the animal face. These features should form a face of that animal, so maybe it would be good to add some basic form for the head first, then the ears eyes, mouth, nose etc. The essential thing is that the final pictures are combinations of everyone’s drawing. No-one will draw a picture alone. In the end pupils can sit down in the circle and teacher can go through the drawings and define their animal features. Usually pupils laugh a lot to their funny pictures.						GW	3214	music, papers, pens	


Classroom Activity Nr: 10	Title of CA: Nature					Duration: 15 min				
	Belongs to Sub-theme: Surrounding nature									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Draw the missing animals, plants and things into the forest picture of the attachment 10.1. Teacher can read the instructions and translate them.							IW	32	picture	10.1.

Classroom Activity Nr: 11	Title of CA: Animals that used to be or still are important to Roma						Duration: 15 min				
	Belongs to Sub-theme: Animals										
Description of activity:							Skill	SF	ELP	Mat. / Res.	Att.
Teacher shows pupils pictures of animals that used to be important or still are important to Roma. Teacher and pupils discuss why these animals are important and what kind of sayings, songs or stories they know about these animals or how do these animals appear in Roma arts, homes, symbolics and the Roma world. Teacher can also tell children about some Roma professions such as horse breeding, racing and selling and keeping dancing bears.								TC	32 26 20	computer internet	

Classroom Activity Nr: 12	Title of CA:To Zoo or petshop?					Duration: 15 min			
	Belongs to Sub-theme: Wild animals and pets								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
Teacher gives the pupils attachment 10.2. Pupils task is to place the petshop animals and zoo animals to the right category and write their names on the lines.					   	IW	32 16	attachment 10.2.	10. 2


Classroom Activity Nr: 13	Title of CA: Professions and where they work					Duration: 15 min			
	Belongs to Sub-theme: Nature								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
Pupils and teacher list different professions that have something to do with the nature such as fisherman, lumberjack, farmer, shepherd and miner. Pupils task is to figure out in which natural environments do these professionals work at, draw them into their notebooks and write the name of the environment under the picture: sea, forest, field, pasture a mountain. If pupils can think of other extreme natural conditions like glasier or dessert they can draw them as well.						TC IW	32	classtable notebook markers pen	









Classroom Activity Nr: 14	Title of CA: Where is the mouse?- game					Duration: 15 min			
	Belongs to Sub-theme: Animals								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
This game requires doing pre-learning on prepositions beforehand. Pupils sit in a circle. One of the pupils throws the ball to someone and says some preposition, for example under. The person who catches the ball must make a sentence which includes that preposition for example “The mouse is under the chair. “ The sentence can also be made in the majority language and then translated into Romani. After making the sentence the ball will be passed on with a new preposition.						G W	32 16	a ball	

Classroom Activity Nr: 15	Title of CA: Why there are no polarbears in Egypt?					Duration: 15 min			
	Belongs to Sub-theme: animals								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
Teacher can ask the children why there are no polar bears in their country, whales in the lakes or camels near the arctic circle. Teacher can discuss the different environmental conditions and food requirements of the animals with the children which include for example extreme coldness or hot weather, dryness and salty water. Then teacher can show pupils a map of the world and attach some pictures and words to certain places on the earth that have extreme conditions.						TC	32 18	map computer internet	




.... all in all: at least 15 classroom activities ...

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Number of sample lesson plan: 1		Topic of LP: : City, country and wildlife animals						Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	EL P	Mat. / Res.	Att.		
2	15	Teacher will give pupils a mixed pile of pictures or words of the city and country animals. Pupils need to discuss and categorize the animals into three groups according to the animal's natural habitat. Children will then write sentences of the animals, for example "Rats live in the city." "Lions live in the wildness." "Pigs live in the countryside." Birds live in the city, countryside and wildness." or Birds live everywhere"		G W	32 18	pictures and words of animals			

Number of sample lesson plan: 1		Topic of LP: : City, country and wildlife animals					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
12	15	Teacher gives the pupils attachment 10.2. Pupils task is to place the petshop animals and zoo animals to the right category and write their names on the lines.	   	IW	32 16	attachment 10.2.	10.2	
9	15	Teacher puts lots of papers with animal names, one name “Cat” written on top of each paper to the middle of the circle. Teacher starts to sing or play the music and every time that the music stops pupils have to grab one paper and draw some feature to the animal face. These features should form a face of that animal, so maybe it would be good to add some basic form for the head first, then the ears eyes, mouth, nose etc. The essential thing is that the final pictures are combinations of everyone’s drawing. No-one will draw a picture alone. In the end pupils can sit down in the circle and teacher can go through the drawings and define their animal features. Usually pupils laugh a lot to their funny pictures.	   	G W	32 14	music, papers, pens		
Learning objectives:		→ Pupils learn to categorize animals into city, country and wildlife animals and pets. → Pupils learn names for different animal features and its body parts. → Pupils improve conversation about animals.						

Number of sample lesson plan: 2		Topic of LP: Animals and nature					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	

Number of sample lesson plan: 2		Topic of LP: Animals and nature					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
10	15	Draw the missing animals, plants and things into the forest picture of the attachment 10.1. Teacher can read the instructions and translate them.		IW	32	markers	10.1 .	
7	15	Pupils' homework is to list or draw animals that they see and where they see them before the next lesson. In the beginning of the next lesson teacher will make a poll of pupils' observation. If possible teacher can also go out of the classroom for a while during the class and find at least birds, bugs and flies from the surroundings.		IW	32	notebooks and pens		
14	15	This game requires doing pre-learning on prepositions beforehand. Pupils sit in a circle. One of the pupils throws the ball to someone and says some preposition, for example under. The person who catches the ball must make a sentence which includes that preposition for example "The mouse is under the chair. " The sentence can also be made in the majority language and then translated into Romani. After making the sentence the ball will be passed on with a new preposition.		GW	32 16	a ball		
Learning objectives:		→ Pupils learn names for different animals and places in the nature. → Pupils learn to mark down observations of their surroundings.						

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

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

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