







**PREPARATION TEMPLATE***Country: FI / Unit No.: 2***QUALIROM**

<b>Name of author OR Abbreviation:</b> Granqvist & Huttu & Majaniemi		<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> The house/caravan and its activities
<b>Included Sub-themes:</b> 1. House and yard 2. Numbers 0-10 and colors 3. Rooms and furniture .....
<b>Connected main themes in the CFR:</b> At school, My community, Nature and animals

<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>
	<p>Can understand the key words for items in the home. Can understand the key words for activities of the home (e.g. eating, washing, sleeping etc.)</p> <p>I can understand the words for furniture and objects in my home. I can understand the words for the activities in my home. I can understand the importance of different activities in my home and who is responsible for them.</p>	32, 34
	<p>Can recognise and understand labels on a picture of a typical house or room. Can recognise and understand numbers and words on a street or in an address.</p> <p>I can recognise the words for the rooms and areas in my home. I can recognise the words for the furniture and objects in my home. I can recognise the numbers on a street or in an address.</p>	32, 34
	<p>Can give single-word or very brief answers to basic questions about his/her home. Can give a telephone number.</p> <p>I can answer some questions about my home. I can say a telephone number.</p>	33, 34
	<p>Can use key words or simple phrases/sentences to describe his/her home. Can use key words or simple phrases/sentences to describe what he/she likes and dislikes doing at home. Can use key words or simple phrases/sentences to describe what he/she is expected to do in the home.</p>	33, 34

	I can say something about my home. I can say what I like and don't like doing at home. I can say what my parents ask me to do at home.	
 	<p>Can copy or write words and simple phrases or sentences for parts of the home and items in the house.</p> <p>I can write words for different parts of my home. I can write words for the furniture and objects in my home.</p>	34, 34

<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>	The house/caravan and its activities	16
<b>Dossier:</b>	Activity 2: Mind map of different houses, Activity 3: Ready drawn dwellings and stories related to them, Activity 4: Pets and their homes attachment 2.4., Activity 7: a winning Bingo base, Activity 8: House of animals attachment 2.7., Activity 12: Coloring exercise attachment 2.10.	

<b>MAIN VOCABULARY - Sub theme 1: House and yard</b>	
<b>Active:</b>	
<b>Romani:</b> tšeer paarosko hisba hyög tšeer / hisba iego tšeer stellako tšeer / hisba baar hoffos drom gaata neer duur(al) granni buska benkos blumma kaht	<b>English:</b> a home / a house a semi-detached house a block of flats a villa a terraced house a fence a yard / a garden a path / a road a street near far neighbours a shrub / a bush a bench a flower a tree
<b>Passive:</b>	
<b>Romani:</b>	<b>English:</b>

<b>MAIN VOCABULARY - Sub theme 2: Numbers 1-10, colours</b>	
<b>Active:</b>	
<b>Romani:</b>	<b>English:</b>

iek	1
dui	2
triin	3
staar	4
pangh	5
hou	6
efta	7
ohta	8
enja	9
deh	10
förja	a colour
blaato	blue
dželto	yellow
kaalo	black
parno	white
siivo	gray
dželevo / gröönt	green
bruun	brown
lolo	red
parno lolo	pink
blaatololo	violet
<b>Passive:</b>	
<b>Romani:</b>	<b>English:</b>


**MAIN VOCABULARY - Sub theme 2: Duituja ta tšeerisko guosi****Active:****Romani:**


duitu  
aaħhibosko duitu  
tšyöka  
tremmos  
paħhibosko duitu  
beerosko stanja  
bastuva  
baadako duitu  
hoffos  
vaali  
vuudar  
vanta  
taaka  
tafla  
skammi  
taakako jangakiiro  
speeglos

**English:**


a room  
a living room  
a kitchen  
a hall  
a bedroom  
a garage  
a sauna  
a bathroom  
a yard / a garden  
a window  
a door  
a wall  
a ceiling / a roof  
  
a table  
a chair  
a lamp (on the ceiling)  
a mirror

**Passive:****Romani:****English:****MAIN GRAMMAR in this unit:****Active:****Passive:**



Numbers 1-100		Preposition aro 'in'							
Classroom Activity Nr: 1	Title of CA: Introducing the vocabulary of houses and dwellings				Duration: 10 min				
	Belongs to Sub-theme: House and yard								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
The teacher tells the children in what kind of house or flat she lives in. At the same time she can show or draw a picture of her/his home and yard. The teacher needs pictures of different houses and dwellings. S/he can cut the pictures of different houses and dwellings from magazines or print them from the net or use the attachment 2.1. provided. It is essential that the pictures are big enough so that everyone can see them. The teacher tells the children: “This is a <u>block house</u> . Do you live in <u>a big block house</u> like this?” Children reply: “Yes, I do. / No, I don’t.” “This is <u>a tent</u> . Do you live in <u>a green tent</u> like this?” etc.						TC	16	attachment 2.1. or pictures of different houses and dwellings	2.1.



Classroom Activity Nr: 2	Title of CA: Mind map about houses					Duration: 15 min				
	Belongs to Sub-theme: house and yard									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Children draw on their notebooks a mind map of different houses and at least one face of a person who lives in that house. See example mind map on the attachment 2.2. The mind map							IW	16	attachment notebook	2.2.


<b>Classroom Activity Nr:</b> 2	<b>Title of CA: Mind map about houses</b>	<b>Duration: 15 min</b>				
	<b>Belongs to Sub-theme: house and yard</b>					
can consist of pictures or/and words for those who can read and/or write.						markers


<b>Classroom Activity Nr:</b> 3	<b>Title of CA: Finishing the half-ready pictures</b>	<b>Duration: 15 min</b>				
	<b>Belongs to Sub-theme:</b> House and yard					
<b>Description of activity:</b>				<b>Skill I</b>	<b>SF</b>	<b>EL P</b>
The teacher gives the children attachment 2.3 which contains half-ready pictures of a castle, a submarine and a rocket in their natural environment. The children's task is to complete the pictures and color them. Because this can be a time consuming exercise for some of the pupils, the pictures can be finished as homework. During the exercise the teacher and the children can make up a story of who lives in the castle, submarine or rocket and how it is to live in it.					TC IW	16
						attachment pen markers
						2.3.





<b>Classroom Activity Nr:</b> 4	<b>Title of CA: Pets' homes</b>	<b>Duration: 15 min</b>				
	<b>Belongs to Sub-theme:</b> House and yard					
<b>Description of activity:</b>		<b>Skil I</b>	<b>SF</b>	<b>EL P</b>	<b>Mat. / Res.</b>	<b>Att.</b>
The teacher gives the pupils the attachment which includes empty homes of pets, for example an aquarium, a bird cage and a dog house. Children's task is to figure out who lives in each pet home and if they can, write names for each animal. This activity is good for revision or homework.		 	IW	16	attachment pen	2.4


<b>Classroom Activity Nr:</b> 5	<b>Title of CA: A number song/rhyme</b>	<b>Duration: 15 min</b>				
	<b>Belongs to Sub-theme: Numbers 0-10 and colors</b>					
<b>Description of activity:</b>		<b>Skil I</b>	<b>SF</b>	<b>EL P</b>	<b>Mat. / Res.</b>	<b>Att.</b>
Teacher and pupils choose some familiar children's song, Roma song or a rhyme which has an easy melody/rhythm. Then they make up a number song/rhyme of their own which includes numbers from 0-10. Teacher writes the song on a poster and hangs it on the wall. The group sings the song or reads the rhyme many times. The poster of the song or rhyme can include also symbols or pictures alongside of some words or numbers so that children can easily follow it. One example of such song is " <b>One</b> little, <b>two</b> little, <b>three</b> little Indians. <b>Four</b> little, <b>five</b> little, <b>six</b> little Indians..."		 	G W	16	a thick feltpen and a big paper or poster	
<b>6</b>	1                      2                      3    4                      5					


Classroom Activity Nr: 6	Title of CA: Point to point drawing					Duration: 10 min				
	Belongs to Sub-theme: Numbers 0-10 and colors									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Teacher gives the pupils the attachment 2.5 and reads out the number sequence of the first picture (star) so that everyone will get the star-picture ready. Then the children try to complete rest of the pictures with a little help from their classmates and teacher. Pupils can also read aloud the number sequence if they wish.							IW	16	attachment of point to point drawing pen	2.5


Classroom Activity Nr: 7	Title of CA:Bingo- game							Duration: 15 min			
	Belongs to Sub-theme: Numbers 0-10 and colors										
Description of activity:							Skill I	SF	EL P	Mat. / Res.	Att.
Teacher will give the pupils bingo bases and children fill in the squares. Each number can only be written once. When everyone has filled their bingo base with numbers teacher starts to shout out slowly numbers one by one writing the numbers on the blackboard. Children need to see all the numbers that have already been shouted so that they can cross them out on their bingo bases. When they get a row of three hits they shout B-I-N-G-O! They can also get a D-O-U-B-L-E-B-I-N-G-O or a T-R-I-P-L-E-B-I-N-G-O.								TC IW	16	attachment bingo bases pen	2.6.


<b>Classroom Activity Nr:</b> 8	<b>Title of CA: Rooms</b>	<b>Duration: 20 min</b>				
	<b>Belongs to Sub-theme: House and yard</b>					
<b>Description of activity:</b>		<b>Skil I</b>	<b>SF</b>	<b>EL P</b>	<b>Mat. / Res.</b>	<b>Att.</b>
Teacher gives the children attachment 2.7. which has a detailed picture of a house and animals doing something for example sleeping, eating, washing clothes. Children cut the little pictures off the attachment and glue them on the right room. Under the picture are some lines where children can write the names of different rooms. For example The bear is sleeping in the _____. The cat is eating in the _____. If the pupils have time they can color the house.			IW	16	attachment pen scissors glue stick	2.7


<b>Classroom Activity Nr:</b> 9	<b>Title of CA: Furniture</b>	<b>Duration: 15 min</b>				
	<b>Belongs to Sub-theme: Rooms and furniture</b>					
<b>Description of activity:</b>		<b>Skil I</b>	<b>SF</b>	<b>EL P</b>	<b>Mat. / Res.</b>	<b>Att.</b>
Teacher reads the fairytale “Three bears and the Goldilocks” (or other fairytale with furniture-words in it) and adds in Romani words for the furniture. Children try to guess from the pictures and their knowledge of the fairytale what furniture is in question.			TC	16	attachment that has the fairytale in it and pictures related to it	2.8


Classroom Activity Nr: 10	Title of CA: Things I do at home					Duration: 10 min			
	Belongs to Sub-theme: House and yard								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
Verbs Doings in the house and rooms,						IW	16	notebooks pen	2.9


Classroom Activity Nr: 11	Title of CA: Colors of the furniture							Duration: 10 min				
	Belongs to Sub-theme: Numbers 0-10 and colors											
Description of activity:								Skill	SF	ELP	Mat. / Res.	Att.
Children get a set of different colored papers (3 different sorts: blue, red and yellow). They attach one color into each chair which are in the circle. Teacher starts to play music from the tape. Then teacher suddenly stops the music and shouts an instruction: “Sit in the red chair!”. The last one to find a seat falls of the game. Children can also sit on each other’s laps if there aren’t enough red chairs for everyone.									G W	16	chairs and different colored papers	


Classroom Activity Nr: 12	Title of CA: Toy store 1					Duration: 30 min			
	Belongs to Sub-theme: Numbers 0-10 and colors								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
Teacher gives pupils the picture of the Toy store. In the picture there are different paint cans with numbers and under them are written the names of the colors. Then the teacher shows the different colored papers to the pupils and says; "This card is yellow: "The paint can number four is also yellow. Can you find the can number four and color it with yellow... There are also different toys, some of what have numbers. First the children color the paints, saying the colours name aloud. Then teacher can ask:"The paint can number four is yellow. Can you find in the picture the toy which has also the number four? Then they can colour the different toys with the numbers showing the number of the paint/color, rest of the toys they can color using all the colors they like. The colouring of the rest can also be given as homework.						TC	16	attachment markers	2.1 0 2.1 1

Classroom Activity Nr: 13	Title of CA: Toy store 2					Duration: 10 min			
	Belongs to Sub-theme: Numbers 0-10 and colors								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
The painted picture of Toy store can be used again or also to rehearse the colours, numbers, toys and doings and places. Teacher takes pictures from the students, shows them to all and asks “How many bears are in the picture? Which is the color of the bear number four? What is the white bear doing? Where is the yellow ball or is the yellow ball in the box or on the floor. Is the green doll sitting or standing? Who has the green hat, the cat or the policeman?”						TC	16	Attachment	2.1 1




Classroom Activity Nr: 14	Title of CA: Furnishing					Duration: 20-30 min			
	Belongs to Sub-theme: Rooms and furniture								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
The teacher divides the children into groups. Each group will have a slightly different task. Each group is given a different family picture, attach.2.12 and the different rooms. They task is to furnish the rooms with needed furniture. For example the rabbits´ family needs a very big table and 10 small chairs and 2 big ones in the kitchen. Then the children present their rooms and families to the others and they can be attached in the classroom wall.						G W	16	attachment.	2.1 2



Classroom Activity Nr: 15	Title of CA: Colors of the furniture					Duration: 15 min			
	Belongs to Sub-theme: Numbers 0-10 and colors								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
The children have the picture of different furniture with the names on them. First they can colour them, then they can write the doings under the picture. At home they can count how many chairs, tables, beds, carpets etc, they have and mark the numbers on the picture.						G W	16	attachment markers pen	2.1 3







Classroom Activity Nr: 16	Title of CA: House and yard					Duration: 15 min			
	Belongs to Sub-theme: Numbers 0-10 and colors								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
Teacher divides the pupils in the groups. Teacher shows 1-2 pictures of the yards and asks and discusses with children what kind of things are there in the yard: grass, flowers, vegetables, shed,						TC G	16	attachment and pictures from the	2.1 4

Classroom Activity Nr: 16	Title of CA: House and yard					Duration: 15 min			
	Belongs to Sub-theme: Numbers 0-10 and colors								
children's toys, doghouse, bicycle, car, etc. Then the teacher gives each group the picture and the children would ask each other: what is there in the yard? Is there a bicycle in the yard? Is there something yellow in the yard? How many toys are there?						W		magazines	



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Number of sample lesson plan: 1		Topic of LP: My home					Duration: 45min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
1	10-15	The teacher tells the children in what kind of house or flat she lives in. At the same time she can show or draw a picture of her/his home and yard. The teacher needs pictures of different houses and dwellings. S/he can cut the pictures of different houses and dwellings from magazines or print them from the net or use the attachment 2.1. provided. It is essential that the pictures are big enough so that everyone can see them. The teacher tells the children: “This is a <u>block house</u> . Do you live in a <u>big block house</u> like this?” Children reply: “Yes, I do. / No, I don’t.” “This is a <u>tent</u> . Do you live in a <u>green tent</u> like this?” etc.	 	TC	16	attachment 2.1. or pictures of different houses and dwellings	2.1.	
2	15	Children draw on their notebooks a mind map of different houses and at least one face of a person who lives in that house. See example mind map on the attachment 2.2. The mind map can consist of pictures or/and words for those who can read and/or write.		IW	16	attachment markers notebooks	2.2.	

Number of sample lesson plan: 1		Topic of LP: My home					Duration: 45min		
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.		
4	15	The teacher gives the pupils the attachment which includes empty homes of pets, for example an aquarium, a bird cage and a dog house. Children's task is to figure out who lives in each pet home and if they can, write names for each animal. This activity is good for revision or homework.	 	IW	16	attachment pen	2.4		
Learning objectives:		→ The pupil learns to name different buildings, people, animals and their homes. → The pupil learns to define different houses and environments.							

Number of sample lesson plan: 2		Topic of LP: Numbers and colors					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
7	15	Teacher will give the pupils bingo bases and children fill in the squares. Each number can only be written once. When everyone has filled their bingo base with numbers teacher starts to shout out slowly numbers one by one writing the numbers on the blackboard. Children need to see all the numbers that have already been shouted so that they can cross them out on their bingo bases. When they get a row of three hits they shout B-I-N-G-O! They can also get a D-O-U-B-L-E-B-I-N-G-O or a T-R-I-P-L-E-B-I-N-G-O.	  	TC IW	16	attachment bingo bases	2.6.	
12	15	Teacher gives pupils the picture of the Toy store. In the picture there are different paint cans with numbers and under them are written the names of the colors. Then the teacher shows the different colored papers to the pupils and says; "This card is yellow: "The paint can number four is also yellow. Can you find the can number four and color it with yellow. There	  	TC	16	attachment markers	2.10 2.11	



Number of sample lesson plan: 2		Topic of LP: Numbers and colors					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		are also different toys, some of what have numbers. First the children color the paints, saying the colours name aloud. Then teacher can ask: "The paint can number four is yellow. Can you find in the picture the toy which has also the number four? Then they can colour the different toys with the numbers showing the number of the paint/color, rest of the toys they can color using all the colors they like. The colouring of the rest can also be given as homework.						
15	15	The children have the picture of different furniture with the names on them. First they can colour them, then they can write the doings under the picture. At home they can count how many chairs, tables, beds, carpets etc, they have and mark the numbers on the picture.		G W	16	attachment pen markers	2.13	
Learning objectives:		→ The pupil learns numbers 0-10. → The pupil learns basic colors. → The pupil can combine numbers, objects and colors together in simple sentences.						

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