






## QUALIROM

<b>Name of author OR Abbreviation:</b> Päivi 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> Time, seasons and weather
<b>Included Sub-themes:</b> 1. Dark and light 2. Day and night 3. Clock 4. Week days and months 5. Weather & seasons .....
<b>Connected main themes in the CFR:</b> 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>
	Can recognize and understand basic words related to weather (e.g., sun, rain, snow, hot, cold) when they are spoken or read aloud. Can recognise and understand the words for the seasons and months of the year when spoken or read aloud. Can follow simple instructions to find pictures or objects in the classroom or in books relating to weather or seasons. Can recognise and understand the days of the week and clock times when they are spoken or read.  I can understand the words for the different types of weather. I can understand the words for the months of the year and seasons.	69, 72
	Can recognize and understand basic words related to weather when they appear on a weather chart or flash cards or in a simple text. Can recognise and understand words for seasons or times of the year on	69, 72

	<p>pictures, posters, flash cards or in simple texts. Can recognise and understand the days of the week. Can read the time on a clock.</p> <p>I can recognise and understand words about weather on a chart or in a text. I can recognise and understand words about the seasons or times of the year in a text or on pictures, posters or flashcards.</p>	
	<p>Can respond non-verbally (e.g., with a nod or shake of the head) or with single-word or very brief answers to basic questions about the weather (e.g., Is it cold outside?); the kind of weather he/she likes and dislikes; when the different seasons fall; and what weather is typical of the different seasons. Can reply to a question about the time.</p> <p>I can answer questions about the heat, cold, sun, month or seasons. I can say if I like or do not like a particular kind of weather or time of year. I can say what the weather is like at different times of year.</p>	70, 72
	<p>Can use words and simple phrases to make a short, possibly incomplete, statement about the weather and can name the seasons of the year. Can say the day of the week when asked a question. Can say what time an event occurred.</p> <p>I can say what the weather is like outside. I can say what season it is. I can say what month it is.</p>	70, 72
	<p>Can copy or write basic words to do with the weather and seasons. Can copy from the board or write short sentences about the weather and seasons (e.g., when writing "news"). Can copy or write the time. I can write the words for the months and seasons.</p> <p>I can write the words for different types of weather.</p>	71, 72

<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>	Time, season and weather	30
<b>Dossier:</b>	Activity 1: a picture sequence of the seasons and times of the day in a ready comic frame, attachment 9.1. Activity 4: different activities for different seasons, attachment 9.2. Activity 5: the clock exercise, attachment 9.3. Activity 6: attachment 9.4. Activity 8: week day rhymes, Activity 9: gameboard attachment 9.5. Activity 13: pictures of different weather conditions, attachment 9.6.	

Activity 14: television screens in which you can see different weather pictures attachment 9.6.
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### **MAIN VOCABULARY – Sub theme 1: Light and dark**

#### **Active:**

##### **Romani:**

vooros  
jangakiiro  
auri tšerdo jang  
molna  
diives  
muulengo tafla  
ven  
svalko  
rat

##### **English:**

summer  
a lamp  
a fire / a bonfire  
a cloud  
day  
a rainbow  
winter  
a shadow  
night

#### **Passive:**

##### **Romani:**

##### **English:**

### **MAIN VOCABULARY – Sub theme 2: Day and night**

#### **Active:**

##### **Romani:**

sarra  
kham  
džanguv-  
kvella  
skoola  
tšoon  
souv-  
vuondros  
butti  
glimmos

##### **English:**

morning  
the Sun  
to wake up  
evening  
school  
the Moon  
to sleep  
a bed  
work  
a star

#### **Passive:**

##### **Romani:**

##### **English:**

### **MAIN VOCABULARY – Sub theme 3: Clock and time**

#### **Active:**

##### **Romani:**

iek  
dui  
triin

##### **English:**

1  
2  
3

staar	4
pangħ	5
hou	6
efta	7
oħta	8
enja	9
deħ	10
deħ-o-iek	11
deħ-o-dui	12
deħ-o-triin	13
deħ-o-staar	14
deħ-o-pangħ	15
deħ-o-hou	16
deħ-o-efta	17
deħ-o-oħta	18
deħ-o-enja	19
biħ	20
biħ ta iek	21
biħ ta dui	22
biħ ta triin	23
biħ ta staar	24
skoopako kamana	a grandfather clock
kamana hin	it's (as a response to the question what time is it?)
kamana hin dui	it's two o'clock
baħiba	a phone
paħ	half
paħ dui	half past one
vastesko kamana	a wrist watch
vantengo kamana	a wall clock
džaanibosko maħħiin	a computer
praal	to
deħ-o-pangħ fot	a quarter to
deħ-o-pangħ praal	quarter past
praal	past
<b>Passive:</b>	
<b>Romani:</b>	<b>English:</b>


<b>MAIN VOCABULARY – Sub theme 4: The days of the week months</b>	
<b>Active:</b>	
<b>Romani:</b>	<b>English:</b>
moonda	Monday
tiisda	Tuesday
maħkurno diives	Wednesday
tuorsda	Thursday
breeda	Friday


lyörda	Saturday
kurkesko diives	Sunday
hielesko tšoon	January
miritšako tšoon	February
maasosko tšoon	March
luludžako tšoon, voortako tšoon	April
džonribosko tšoon, ploogibosko tšoon	May
niijalesko tšoon	June
khassosko tšoon	July
gruutako tšoon, džiivesko tšoon	August
hyöstako tšoon, muurako tšoon	September
pañjako tšoon	October
pañhesko tšoon	November
juulako tšoon	December
<b>Passive:</b>	
<b>Romani:</b>	<b>English:</b>

<b>MAIN VOCABULARY – Sub theme 5: Weather and the Seasons</b>	
<b>Active:</b>	
<b>Romani:</b>	<b>English:</b>
kham	the Sun
paños	ice
niijal	summer
vooros	spring
jiu	snow
dukvalo	cloudy
brihno	rain
molvarv-	to melt
hyösta	autumn
ven	winter
balva	wind
<b>Passive:</b>	
<b>Romani:</b>	<b>English:</b>


<b>MAIN GRAMMAR in this unit:</b>	
<b>Active:</b>	<b>Passive:</b>
Revision of verbal inflection (pres. 3sg)	Irregular preterite <i>džejjom</i> 'I went'




<b>Classroom Activity Nr:</b> 1	<b>Title of CA: In the darkness</b>	<b>Duration: 15 min</b>				
	<b>Belongs to Sub-theme: Dark and light</b>					
<b>Description of activity:</b>		<b>Skill I</b>	<b>SF</b>	<b>EL P</b>	<b>Mat. / Res.</b>	<b>Att.</b>
Teacher tells the pupils a riddle: "Painter painted a house, blue and red. In the evening he said: Now I go away from this house." Pupils' task is to find out why did the painter stop and go away? Pupils can ask questions: "Did the painter become tired? Was the painter a man? Did s/he run out of paint? Did someone tell him to leave? etc. Teacher can answer only "Yes." or "No." Finally somebody guesses: The painter stopped and went away because darkness came. He did not see the colors anymore. After that all children can think together about the question: When is it dark? Pupils color together the attachment picture 1.2. about the times of day and write to the speech bubbles words: dark, half-light, light/ twilight, nightfall. Older pupils can write under the pictures: "At morning it's still half-light. At daytime it's light. At evening it starts to be half-light again. At night it's dark."			TC	30	markers pen	1.2


<b>Classroom Activity Nr:</b> 2	<b>Title of CA:Where the darkness hides</b>	<b>Duration: 20 min</b>				
	<b>Belongs to Sub-theme: Dark and light</b>					
<b>Description of activity:</b>		<b>Skill I</b>	<b>SF</b>	<b>EL P</b>	<b>Mat. / Res.</b>	<b>Att.</b>
(If it's possible, at the beginning of the lesson there is half-light/dark at a classroom, curtains closed and no lights.) Teacher divides children into groups and gives them piece of paper. Pupils' task is to think as groups and search, where in the classroom it is dark, half-light, bright, half-dark (in the cupboard, in the pencil case, in the backpack etc.). The class discusses together why it's dark and how can people get light to the dark places. What do we need for lighting? Lamps, candles, flashlights, open the doors, open the curtains). The class can also discuss together, why			TC G W	30	paper	


Classroom Activity Nr: 2	Title of CA:Where the darkness hides					Duration: 20 min				
	Belongs to Sub-theme: Dark and light									
it is frightening in the dark and list these terrifying things.										


<b>Classroom Activity Nr:</b> 3	<b>Title of CA:</b> Shadows	<b>Duration:</b> 10+5min min				
	<b>Belongs to Sub-theme:</b> Dark and light					
<b>Description of activity:</b>		<b>Skill</b> <b>I</b>	<b>SF</b>	<b>EL</b> <b>P</b>	<b>Mat. / Res.</b>	<b>Att.</b>
Teacher can tell the pupils a riddle: “What dowe carry always with us and it is dark inside them when we are in the light? There are possible answers: nostrils, closed eyelids, shut mouth, fist hand, pockets in clothes etc. This time the right answer is the shadow. Teacher can darken the room and create silhouettes with overhead projector, lamp or flashlight. Class experiments together how does the shadow change, when the light moves to the other side (Earth going around the Sun). Pupils draw darkness and light, shadows, Peter Pan and his shadow. Discuss how people can benefit from the shadow effect? – Sun does not burn in the shadow. There it is not so hot. You can also tell pupils some short fairytale about shadows, for example Peter Pan, can be read, adding some Romani words to it.			TC	30	markers notebook	





<b>Classroom Activity Nr:</b> 4	<b>Title of CA: When do I get up?</b>	<b>Duration: 12 min</b>				
	<b>Belongs to Sub-theme: Clock</b>					
<b>Description of activity:</b>		<b>Skill</b> <b>I</b>	<b>SF</b>	<b>EL</b> <b>P</b>	<b>Mat. / Res.</b>	<b>Att.</b>
Pupils do an exercise in groups. They have to connect and write the right times to the clocks on the attachment 9.1. In the morning at ____ o'clock the clock does ____? (6.30 the clock rings). In the morning at ____ o'clock fox does ____? (at 7 o'clock fox washes his face). The groups can have different animals and different times.			TC G W	30	different activities at different times	9.1





Classroom Activity Nr: 5	Title of CA: What do you do at 2 in the morning?					Duration: 15 min				
	Belongs to Sub-theme: Clock									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att
Pupils do the clock exercise in the attachment 9.2. in pairs or groups. They draw pointers to clocks to show whole hours, half hours and quarters. After that in every group or pair everyone shows a time in the clock and asks it from another pupil. It's two o'clock at night. What do you do? Another answers: I sleep at two o' clock. The right time is written under each clock face as numbers.							P W G W	30	markers paper	9.2






Classroom Activity Nr: 6	Title of CA: Timing the story					Duration: 10 min				
	Belongs to Sub-theme: Day and night									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att
Pupils mark times to the story in the attachment 9.3. After that they change papers with their pair and read the stories aloud with the right times.							TC IW	30	attachment 9.4. with a storyline and supporting pictures, times are missing from it	9.4






<b>Classroom Activity Nr:</b> 7	<b>Title of CA: when did you get up?</b>	<b>Duration: 30 min</b>				
	<b>Belongs to Sub-theme: Day and night</b>					
<b>Description of activity:</b>		<b>Skil I</b>	<b>SF</b>	<b>EL P</b>	<b>Mat. / Res.</b>	<b>Att.</b>
Pupils draw in groups chart about sunrise, sunshine and sunset and a moon. Under that the groups draws themselves as stick figures doing morning activities, day activities, evening activities and what they do at night. Discuss about verbs and activities using imperfect: When did you wake up? When did you go to sleep? What time did you eat the breakfast? When did you go to school? etc.			G W P W	30	markers notebook	



<b>Classroom Activity Nr:</b> 8	<b>Title of CA: weekdays´ rhyme</b>	<b>Duration: 15 min</b>				
	<b>Belongs to Sub-theme: Week days &amp; months</b>					
<b>Description of activity:</b>		<b>Skil I</b>	<b>SF</b>	<b>EL P</b>	<b>Mat. / Res.</b>	<b>Att.</b>
Work as a whole class or in pairs. Make up rhymes for the weekdays in Romani. For example: Monday is blue. Tuesday is grey. Wednesday starts well. Thursday not so well. Friday is a pay-day. On Saturday we eat sausages and on Sunday we have fun. Read all rhymes together and put them on the classroom wall. Discuss together what is the difference between week and weekend days: there is no school, you may be at home, but you do some same things, too.			G W P W	30	classroom wall markers notebook	




Classroom Activity Nr: 9	Title of CA: Months and seasons					Duration: 12 min				
	Belongs to Sub-theme: months and seasons									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Use a gameboard with numbers from 1 to 12, names of the months and pictures and names of the seasons in it. Pupils can make their own gameboards in advance as a homework on the ready made bases that the teacher gives them (attachment 9.5.) Players toss a dice and say every time the name of the month or the number they get. Variations: this game can be played only with two dices and the players have to say the names of the months. In the play you can name what names of months and numbers belong to different seasons.							G W P W	30	gameboard	9.5.


Classroom Activity Nr: 10	Title of CA: Seasons and months and weather					Duration: 45 min				
	Belongs to Sub-theme: Weather & seasons									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Draw the seasons in groups. Every group does one season. Draw the season's activities or for example same lake/nature scenery and connect them together into a large picture and write the names of the months and seasons to them. You can write under the month's names how many days are in each month. To youngest pupils you can teach different tricks and methods how to remember playing with knuckles, whether there are 28, 29, 30 or 31 days in month.						   	T C G W	30	big papers/posters, colors	




Classroom Activity Nr: 11	Title of CA: How is the weather today?					Duration: 20 min				
	Belongs to Sub-theme: weather and seasons									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Teacher shows newspapers with weather forecasts/weather maps to school. Observe the weather and weather map, weather terminology and temperatures, plus and minus degrees in them. Do the weather map for the day on the board. Pupils can draw in smaller groups different symbols for different weathers. Put the weather map on the blackboard or add the weather observations into the season collage- work (if you have already done it). Observe for example 9-18 times in the beginning of the class what is the weather like outside and record it every time on the board.						    	T C G W	30	newspapers with weather forecasts computer internet	


Classroom Activity Nr: 12	Title of CA: My favourit times of the year					Duration: 45 min			
	Belongs to Sub-theme: weather and seasons								
Description of activity:					Skill I	SF	EL P	Mat. / Res.	Att.
A chart of months/seasons. It can be line-formed or look like an inchworm or snake. Mark or write on the chart pupils common likings at school (e.g. sports day, excursions) and for example favorite hobbies for each season and festivals and own special days (birthdays and name days). As addition the vacations, parents' evenings and school excursions can be marked.					    	T C G W	30	pen	



Classroom Activity Nr: 13	Title of CA: What´s the weather like outside?					Duration: 12 min				
	Belongs to Sub-theme: Weather and seasons									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Listening exercise which us good for revising weather conditions. Give pupils attachments 9.6. with windows picturing different weather conditions. Teacher reads sentences 4-10 about the weather. (Number 1. I can see raindrops from my window. Number 2. There seems to be very cold outside. Number 3. It is such a lovely weather outside. Number 4. I must take my umbrella with me. Number 5. Heavy snow prevents the outdoor activities today. etc). Pupils task is to mark the numbers of the sentences under the right windows.						 	TC	30	pen	9.6

Classroom Activity Nr: 14	Title of CA: It´s cold and windy!						Duration: 10+10 min				
	Belongs to Sub-theme: Weather and seasons										
Description of activity:							Skill I	SF	EL P	Mat. / Res.	Att.
Pupils fill each in turn a symbol of some weather condition on a TV-screen in the attachment 9.4. (sun, rain, frost, snow, thunder, storm, hard wind, mist and add the temperature degrees, too). On the lines under the pictures they write the sentences: It's cold and _____. It rains outside and there is _____. It will be thunder and _____ in the evening. Then children change the papers with their pairs and add the suitable adjectives.							  	TC IW	30	pen	9.4










<b>Classroom Activity Nr:</b> 15	<b>Title of CA: Animals and the seasons</b>							<b>Duration:</b> 30-40 min				
	<b>Belongs to Sub-theme:</b> weather and seasons											
<b>Description of activity:</b>								<b>Skill I</b>	<b>SF</b>	<b>EL P</b>	<b>Mat. / Res.</b>	<b>Att.</b>
Groups make short dialogues and pantomime plays with roles of different animals telling/showing what happens in different seasons. The plays tell what the bear/ the mouse/ the rabbit/ the fox/ the bird does in the winter, in the spring, in the summer, in the autumn. (It's winter and cold. It's snowing. The rabbits are white in the winter. The baby rabbits are sliding in the snow in wintertime. Hey let's go out- But it's cold outside! Never mind. Put some warm clothes on! Ok, wait a minute, I'll come. etc.) Teacher can help to write the lines or children can only practice them orally. Every group acts and the others guess what animals and activities they are roleplaying.									TC G W P W	30		

Number of sample lesson plan: 1		Topic of LP: Darkness and light						Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	EL P	Mat. / Res.	Att.		
	4	Greetings, who is absent from the class, weather, topic of the lesson.		TC					
	6	Checking the homework on the blackboard.		TC	30	blackboard			
1	15	Teacher tells the pupils a riddle: "Painter painted a house, blue and red. In the evening he said: Now I go away from this house." Pupils' task is to find out why did the painter stop and go away? Pupils can ask questions: "Did the painter become tired? Was the painter a man? Did s/he run out of paint? Did someone tell him to leave? etc. Teacher can answer only "Yes." or "No." Finally somebody guesses: The painter stopped and went away because		TC	30				

Number of sample lesson plan: 1		Topic of LP: Darkness and light					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
		darkness came. He did not see the colors anymore. After that all children can think together about the question: When is it dark?						
1	15	Pupils color together the attachment picture 1.2. about the times of day and write to the speech bubbles words: dark, half-light, light/ twilight, nightfall. Older pupils can write under the pictures: “In the morning it’s still half-light. At daytime there is lot of light. In the evening it starts to be half-light again. At night it’s dark.”		TC	30	markers pen	1.2.	
	5	Instructions for the homework: Write greetings/ or draw pictures for different times of the day.				markers paper		
Learning objectives:		→ Pupils will learn time expressions. → Pupils will learn new vocabulary and phrases about time and seasons. → Pupils will learn the irregular preterite džeelo ‘went’						

Number of sample lesson plan: 2		Topic of LP: Night and day					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
	5	Greetings, date, weather condition and introducing the topic of this lesson.		TC				
2	10-	(If it's possible, at the beginning of the lesson there is half-light/dark at a classroom, curtains		TC	30	paper		



Number of sample lesson plan: 2		Topic of LP: Night and day					Duration: 45 min	
CA-Nr.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
	20	closed and no lights.) Teacher divides children into groups and gives them piece of paper. Pupils' task is to think as groups and search, where in the classroom it is dark, half-light, bright, half-dark (in the cupboard, in the pencil case, in the backpack etc.). The class discusses together why it's dark and how can people get light to the dark places. What do we need for lighting? Lamps, candles, flashlights, open the doors, open the curtains). The class can also discuss together, why it is frightening in the dark and list these terrifying things.	  	G W				
3	10	Teacher can tell the pupils a riddle: "What dowe carry always with us and it is dark inside them when we are in the light? There are possible answers: nostrils, closed eyelids, shut mouth, fist hand, pockets in clothes etc. This time the right answer is the shadow. Teacher can darken the room and create silhouettes with overhead projector, lamp or flashlight. Class experiments together how does the shadow change, when the light moves to the other side (Earth going around the Sun). Pupils draw darkness and light, shadows, Peter Pan and his shadow. Discuss how people can benefit from the shadow effect? – Sun does not burn in the shadow. There it is not so hot. You can also tell pupils some short fairytale about shadows, for example Peter Pan, can be read, adding some Romani words to it.	 	TC	30			
3	15	Pupils draw darkness and light, shadows, Peter Pan and his shadow. Discuss how people can benefit from the shadow effect? – Sun does not burn in the shadow. There it is not so hot. You can also tell pupils some short fairytale about shadows, for example Peter Pan, can be read, adding some Romani words to it.	 	TC	30	computer internet markers		
	10	In the end of the lesson or at home pupils can draw shadows of different objects and figures on their notebooks and make others guess what they are.	 	TC	30	notebooks markers		

<b>Number of sample lesson plan: 2</b>		<b>Topic of LP: Night and day</b>					<b>Duration: 45 min</b>				
<b>CA-Nr.</b>	<b>Time</b>	<b>Sample Lesson Plan</b>					<b>Skill</b>	<b>SF</b>	<b>ELP</b>	<b>Mat. / Res.</b>	<b>Att.</b>
<b>Learning objectives:</b>		→ Pupils learn to name different sources of light. → Pupils learn to name different feelings in Romani.									

<b>Sources (pictures, texts, links, ...):</b>          
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