






QUALIROM

Name of author OR Abbreviation: Päivi Majaniemi		Romani variety: Finnish	
Level of education: alkeis	Age of learners: 6–11	Level of proficiency: A1	

Main theme (CFR): At school
Included Sub-themes: 1. My backpack 2. My class 3. People at school
Connected main themes in the CFR: Myself and my family, My community

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the CFR's language grid & "I can" statements:	Pages:
	Can recognise simple school and class rules and routines when they are told in a very simple way and with suitable gestures. Can recognise and understand names of furniture, equipment, resources etc. at school when they appear in orders. Can understand and follow very easy orders of courtyard and sportsfield plays.	53, 55
	Can recognize and understand appellations and easy commands in posters in different parts of classroom or school (e.g. poster about interrogative forms). Can recognize and understand signs at school (fire, exit, running forbidden etc.). Can recognize and understand words and numbers in posters and drawings in the classroom (the weekdays, days of the monyh etc.) Can find his/her name in the list. Can recognize and understand key words in class schedule or curriculum. I can read names in posters or my books. I can read words or phrases,	53, 55

	that help me to use Romani. I can read notifications and signs. I can find my name in a list. I can read class schedule. I can read the week days and months of the year.	
	Can ask permit in classroom or pay teachers attention in proper way. Can answer non-verbally (e.g. nodding or shaking head) or with one word or very shortly to easy questions about subjects concerning one's class. Can use expressions "her eyou are" ja "thank you" in right way. Can ask about familiar items and materials in the class (pencil, paper etc.). I can permit in class. I can ask "yes" or "no" or with a few words to questions. I can ask about items in classroom.	53, 55
	Can use key words or simple phrases/sentences to describe the classroom routines or courtyard plays. I can describe something I do in a classroom.	54, 55
	Can copy letters and copy or write kay words from blackboard and phrases or simple sentences concerning classroom matters. Can copy or write key words to schedule or curriculum. I can copy or write words and sentences about the subject I study. I can copy or write words to grid.	55, 55


Working with the ELP:		
Which part(s) of the ELP will be used?		Pages:
Language passport:	A1 Breakthrough	6-7
Language biography:	At school	24
Dossier:	Activity 1: Things you need at school, attachments 6.1. and 6.2. Activity 2: School day- gameboard, attachment 6.3. Activity 6: Classroom schedule, attachment 6.4. Activity 7: List of compliments and polite sayings Activity 9: verb cards that you got from the Bottle game, attachment 6.5. Activity 10: Funny questions and answers playing cards, attachment 6.6. Activity 14: A Story base with missing words, attachment 6.7.	


MAIN VOCABULARY – Sub-theme 1: My backpack	
Active:	
Romani: liin buttijako liin ranniboskiiro gumma penaalos ħarapiboskiiro bange baħiba papos reeknibosko maħħiin	English: book notebook pencil eraser pencil case pencil-sharpener keys telephone paper calculator
Passive:	
Romani:	English:






MAIN VOCABULARY – Sub-theme 2: My class	
Active:	
Romani: skoopa liin liinengo hylla faraba jangakiiro kliita kliitako hamyöra gulvakiiro tafla balanis skammi	English: cupboard kirja bookcase picture lamp chalk blackboard carpet table wiper chair
Passive:	
Romani:	English:


MAIN VOCABULARY – Sub-theme 3: People at school	
Active:	
Romani: loĥano fiino goodjalo hastigo tšiĥko koni phuranide koni ternide džaan- ĥaĥtav- osuv- tšeer- butti orkuv-	English: happy wise intelligent fast good/talented oldest youngest to know to help can to work to manage
Passive:	
Romani:	English:





MAIN GRAMMAR in this unit:	
Active:	Passive:
Nom.Pl. of different thematic and athematic nouns (feminines in -a), preposition <i>aro</i>	Genitive, adjective inflection, comparison of adjectives





Classroom Activity Nr: 1	Title of CA: My backpack					Duration:15 min				
	Belongs to Sub-theme: My backpack									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Attachment 6.1. has a picture of a girl packing her bag for school. Pupils must choose according to the short list what does she need at school and cross those things that she should not take to school. The similar attachment 6.2. can be given for a homework.							IW	24	photocopies of attachments	6.1. 6.2.





Classroom Activity Nr: 2	Title of CA: School day					Duration:20 min				
	Belongs to Sub-theme: My backpack									
Description of activity:						Skil I	SF	EL P	Mat. / Res.	Att.
Use the School day -gameboard on the attachment 6.3. Form groups of 2 or 3 pupils and play the game with a dice. Each pupil throws a dice on their turn and moves forward as many steps as the dice shows. The task is to collect to backpack only the things one needs at school. If the dice hits empty square, it is the next pupil's turn. Pupils name the objects and draw inside the backpack all the item that they manage to pick. In the end they can tell others what they got into their backpacks."In my backpack there are two erasers, five pencils, one pencil case, three books." etc. Everyone has to keep in mind what others have collected. Continue the game until everybody has got 10 items.						 P W / G W		24	School day-gameboard on the attachment 6.3. and dices	6.3


Classroom Activity Nr: 3	Title of CA: How many objects there are in my classroom?						Duration: 20 min				
	Belongs to Sub-theme: My class										
Description of activity:							Skill	SF	ELP	Mat. / Res.	Att.
This exercise teaches pupils how to classify things. First teacher and pupils think in a “think-tank” what they see in the classroom and name these things in Romani. Romani words are written on pictures and put on the blackboard. On the second round pupils task is to count the amount of different things they named in the first round and add the numbers to the pictures and words. You can vary this exercise by concentrating to different qualities such as forms of the things, colours, letters, prices of the objects, technical equipment etc.							    	IW	24	blackboard	


Classroom Activity Nr: 4	Title of CA: Ship is loaded...							Duration:15 min			
	Belongs to Sub-theme: My class										
Description of activity:							Skill	SF	ELP	Mat. / Res.	Att.
Ship is loaded –play. Teacher throws a small clew/soft toy to pupil and says: The ship is loaded with classroom items. Pupil who has got the ball says: The ship is loaded with books; and throws the ball to a next one who says The ship is loaded with girls etc. One drops out if he/she says same item that is said before during the play. Variations: the ship can be loaded with verbs, adjectives, nouns, food, fruits, or how the ship is loaded: studiously, fast, slowly, etc. or you can play in small groups e.g. with colors, numbers, months, etc. or play the game with different grammatical cases								GW	24	4-5 soft balls/wool clews	





Classroom Activity Nr: 5	Title of CA: Who sits next to me?							Duration:30 min			
	Belongs to Sub-theme: My class										
Description of activity:							Skill I	SF	EL P	Mat. / Res.	Att.
Pupils form groups and the groups draw a map of the class, especially the seats with pupils names in right places.This map works as a game board. Mark the heading to the class map, too. You can e.g. agree that teacher’s desk is a starting point and you play towards some corner. Pupils play in groups throwing the dice. The dice shows in what place player has to move. Starter can say any pupils name who sits near, e.g. "The dice hits Tim. On Tim’s left side sits Sari." Next player throws the dice and is asked by the previous player: "Who sits next to Risto?" and the thrower answers. If pupils answers correctly the next one gets a turn, if not one can try again. The older pupils can name everyone around. Play until eveyrybody has said at least 1-3-5- directions and names. With older pupils you can make more complex sentences telling something nice about the person in question.							   	G W	24	markers notebooks	


Classroom Activity Nr: 6	Title of CA: What do I learn at school?							Duration:20 min			
	Belongs to Sub-theme: My class										
Description of activity:							Skill I	SF	EL P	Mat. / Res.	Att.
Teacher discusses with the class what kind of skills one learns at school. After that pupils can write classroom schedules for different animals (attachment 6.4). There can be normal school subjects but e.g. birds can have worm eating practices, squirrels have cone hiding competition, rabbits have carrot eating, foxes have night walking silently, and high jumping, tree climbing, peak knocking, tail fluffing etc.							   	IW P W G W	24	classroom schedule base for different animals, draw what the animals do on the attachment 6.4.	6.4.


Classroom Activity Nr: 7	Title of CA: Polite behavior and friendly words							Duration:20 min			
	Belongs to Sub-theme: My class										
Description of activity:							Skill I	SF	EL P	Mat. / Res.	Att.
A secret friend –game. Play it over 1-2 weeks. Teacher writes every pupil’s name on a little piece of paper and puts them in a hat or a box. After that everyone takes one piece of paper, reads the name in it and shows it to teacher. If it happens to be one’s own name one can pick another one. The rules of the game are the following: every pupil is a secret friend to the person who’s name he/she happened to pick. The secret friendship continues for a week, 10 days or 2 weeks. The meaning is to help a secret friend and give him/her positive attention at least once a day. In last secret friendship day pupils try to guess who was their secret friend and think when and how they guessed it. To make the game more difficult to guess everybody tries to be friendly for everyone, too. If the game went well teacher can give pupils “a happy hour” for free playing time, candies or golden stars to everybody. As for the language learning you can write on the blackboard the good acts and words of the secret friends: compliments, paying attention etc. (Thank you. Thanks a lot! It was a pleasure to help. Can I help? Could you...?							   	IW GW	24	little golden star – stickers, candies, different games	


Classroom Activity Nr: 8	Title of CA: My favorite school subject					Duration:15 min				
	Belongs to Sub-theme: My class									
Description of activity:						Skill I	SF	EL P	Mat. / Res.	Att.
Pupils name their favorite school subject and draw a picture of it. They who can add text in them, too. You can exchange these pictures with some neighbouring class or friend class. Pupils can also send each other these works by mail to tell each other what they have learned at school, what their favorite school subject is and what is the best thing at school. Show the received letters to the whole class. You can carry on the correspondence sometimes even for a year.							IW	24	paper and colour pencils	





Classroom Activity Nr: 9	Title of CA: Bottle game					Duration:20 min				
	Belongs to Sub-theme: People at school									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Pupils sit in small groups. In the middle of the circle there are cards picturing different verbs. Pupils roll a bottle in turns. The one whom the bottle points at has to choose some verb card from the middle and read aloud or express the verb through pantomime. If the others guess the meaning of the verb you can keep the card. Winner of the game is the one who has got most cards i.e. who has done most verbs. Some of the verbs can be very funny.							GW	24	empty plastic bottles, verb cards of the attachment 6.5., little items for doing different acts	6.5.




Classroom Activity Nr: 10	Title of CA: Funny questions and answers					Duration:15min				
	Belongs to Sub-theme: My class									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Funny questions and answers playing cards. Older pupils can prepare these playing cards themselves from cardboard and glue funny answers on them. Questions can be something like: "When do you eat ice-cream?" or "Do you have a boyfriend?" and the answers: "Yes, every time it is windy. Only when I am sleepy. No if it's Sunday. When I drink coffee. Only if I have got an umbrella."						   	G W	24	Funny questions and answers playing cards attachment 6.6.	6.6.


Classroom Activity Nr: 11	Title of CA: Who is my friend?	Duration:15 min				
	Belongs to Sub-theme: My class					
Description of activity:		Skil I	SF	EL P	Mat. / Res.	Att.
<p>What do you know about my friend game. 1-2 pupils go out from classroom. Meanwhile the others decide who is the friend. Then the first one/ones come in and start to ask questions. All answers have to be either "yes" or "no". Questions can be: "Is my friend a boy? Is my friend a girl? Is my friend's hair long? Has my friend got a fair hair? Has my friend got a red shirt? etc. When one thinks he/she knows, he/she can ask: Is my friends name Sarita? When the friend is found, she/he can go out next and ask questions. Occasionally the friend can be also some animal in the picture, item in the classroom, teacher. As a variation one can use pictures of different occupations, verb cards, animal families or funny families. These can be found in the internet.</p>			G W	24	computer internet	


Classroom Activity Nr: 12	Title of CA: We are all heroes	Duration:15 min				
	Belongs to Sub-theme: School work					
Description of activity:		Skil I	SF	EL P	Mat. / Res.	Att.
<p>Every pupil draws secretly his/hers own tree leaf and colors it. What does it look like? Is it beautiful, colorful, formed from one or more parts? Teacher draws on the big paper a tree trunk and of course her own tree leaf. Then pupils fasten their leaves to the branches of the tree. How is the tree special? There is a piece of every tree drawn in the class in it. There is the whole classes tree and everyone has his/her own place in it. The class tree is there because the class consists of pupils who are all differ. Everyone has got his/her own place in the class.</p>			JW G W	24	paper, scissors, colors and glue	









Classroom Activity Nr: 13	Title of CA: A Broken telephone					Duration:15min				
	Belongs to Sub-theme: School work									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
A Broken telephone-game. Pupils make a cue. Teacher whispers a word, a word-pair or a sentence to the ear of the first pupil. The pupil whispers it forwards to the next pupil exactly as s/he heard it. Last pupil says aloud what s/he heard and teacher tells what she said. Big class can be split in two cues and teacher gives the both groups the same word and in the end of the game the groups compare the brokenness of their telephones. Which telephone was more broken?							G W	24		







Classroom Activity Nr: 14	Title of CA: Stories with empty spaces					Duration:15 min				
	Belongs to Sub-theme: School work									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Teacher has got a ready base for a story (or use attachment 6.7.) with empty spaces for missing adjectives, verbs or nouns. Teacher asks pupils to say adjectives, verbs and nouns and writes them on the blackboard. Then teacher starts to read the story and pupils say all together aloud the missing word from the blackboard. A written variation of this can be done as a pair work. Stories produced in this way tend to become very funny.						   	IW P W	24	Story base with missing words, attachment 6.7.	6.7.



Classroom Activity Nr: 15	Title of CA: Story-telling together							Duration:15 min				
	Belongs to Sub-theme: School work											
Description of activity:								Skill	SF	ELP	Mat. / Res.	Att.
Telling a fairytale. Teacher starts to tell some fairytale about a boy and a girl who have to leave their home. Pupils continue the story with the help of their teacher. Every pupil can take part on his/hers turn and everyone's part is added to the story. The added themes can be for example where the children of the story go, who they meet and what happens then, with whom they win the horrible witch in the end or whatever they do). Teacher writes the story on a notebook. Pupils can draw a comic about the story and color it as a homework.								  	IW P W Q W	24		



Classroom Activity Nr: 16	Title of CA: Languagetree					Duration:20 min				
	Belongs to Sub-theme: My class									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
Class draws a big tree with a lot of branches. After learning or every revision session pupils add new words into the tree as trees leaves. The tree shows their progression of learning in a concrete way. Teacher can tell pupils that now it is time to learn new verbs because in that branch of Romani there are not enough leaves.							IW	24	own trees and one big tree	

Classroom Activity Nr: 17	Title of CA: We are all heroes					Duration:15 min				
	Belongs to Sub-theme: School work									
Description of activity:						Skill	SF	EL	Mat. / Res.	Att.
Pupils think together what kind of class is a nice class. They think together what rules can be followed so that everybody is happy. 5 best hero-rules are written under the class-tree. E.g. I don't disturb other's work, I always help my classmates. Everyone in the class is my friend etc.							IW P W Q W	24		

Number of sample lesson plan: 1		Topic of LP: What is in this room?							Duration:45 min	
LA-Nr.	Time	Lesson plan				Skill	SF	EL <i>P</i>	Mat. / Res.	Att.
	5	Greetings. Checking what was the homework, date and topic of the lesson.					TC			
	6	Checking the actual homework in pairs.				 	PW	24		
3	20	This exercise teaches pupils how to classify things. First teacher and pupils think in a "think-tank" what they see in the classroom and name these things in Romani. Romani words are written on pictures and put on the blackboard. On the second round pupils task is to count the amount of different things they named in the first round and add the numbers to the pictures and words. You can vary this exercise by concentrating to different qualities such as forms of the things, colours, letters, prices of the objects, technical equipment etc.				    	IW	24		

Number of sample lesson plan: 1		Topic of LP: What is in this room?					Duration:45 min	
LA-Nr.	Time	Lesson plan	Skill	SF	ELP	Mat. / Res.	Att.	
	5	A motoric “teaser” exercise in which cat rises up from the floor and stretches all its paws. Then the cat can reach for a feather that is flying in the air etc.		TC				
	10	In the end class can copy or write one or three sentences on their notebooks. The theme of the sentences is what they can see and define in the classroom.	  	TC	24			
	2	Homework: Counting and drawing or writing what they can see in their own living room or kitchen.	 	TC	24			
Learning objectives:		→ Pupils learn how to describe and classify things according to their properties. → Pupils will learn Nom.PI of different nouns.. →Pupils learn to name different parts of the house and different rooms.						

Number of sample lesson plan: 2		Topic of LP: Prepositions					Duration:45 min	
LA-Nr.	Time	Lesson plan	Skill	SF	ELP	Mat. / Res.	Att.	
	5	Greetings according to color code. When the pupils enter the room they receive some colorcard. When the lesson starts they have to repeat or read the right greetings from the blackboard according to their color.	 	TC				

Number of sample lesson plan: 2		Topic of LP: Prepositions					Duration:45 min	
LA-Nr.	Time	Lesson plan	Skill	SF	ELP	Mat. / Res.	Att.	
5	30	Pupils form groups and the groups draw a map of the class, especially the seats with pupils names in right places.This map works as a game board. Mark the heading to the class map, too. You can e.g. agree that teacher's desk is a starting point and you play towards some corner. Pupils play in groups throwing the dice. The dice shows in what place player has to move. Starter can say any pupils name who sits near, e.g. "The dice hits Tim. On Tim's left side sits Sari." Next player throws the dice and is asked by the previous player: "Who sits next to Risto?" and the thrower answers. If pupils answers correctly the next one gets a turn, if not one can try again. The older pupils can name everyone around. Play until everybody has said at least 1-3-5- directions and names. With older pupils you can make more complex sentences telling something nice about the person in question.		GW	24			
	10	Instructions for the homework: Pupils task is to draw on their notebooks their both hands and write right and left on them.		TC	24			
Learning objectives:		→Pupils learn new greetings. →Pupils learn to use new prepositions.						

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