




PREPARATION TEMPLATE



Country: AUT / Unit No.: 1

QUALIROM

Name of author OR Abbreviation: Barka Emini		Romani variety: Kaldêraš	
Level of education: Primary	Age of learners: 7-10	Level of proficiency: A1	

Main Theme (CFR): MYSELF AND MY FAMILY
Included Sub-themes: 1. Introducing myself 2. My friends 3. My family 4. My body
Connected main themes in the CFR: Occupations and hobbies

Working with the CFR – Learning objectives:		
Skill:	Relevant descriptors in the language grid (“can do”) OR “I can” statements:	Pages:
	<p><u>Can understand basic questions asked by the teacher, an adult or another pupil (e.g. <u>What is your name?</u> How old are you?, Is this your brother?, etc.).</u></p> <p>Can understand simple instructions for everyday activities when they are spoken slowly and accompanied by appropriate gesture.</p> <p><u>Can recognize his/her name</u> or the names or titles of immediate family members when spoken by another person.</p> <p>Can understand when an older person is giving a blessing.</p>	26
	<p><u>Can find his/her name on a class/teamlist.</u></p> <p>Can find his/her name and names of family or community members in a list, on an item of equipment of furniture, or on a memorial in an grave yard.</p>	26
	<p>Can respond nonverbally (e.g., with a nod or shake of the head) or with single word or very brief answers to basic questions about his/her likes or dislikes (e.g., Do you like?).</p> <p><u>Can greet the teacher, other adults and pupils in an appropriate way</u> and say goodbye.</p> <p>Can indicate immediate personal needs (e.g., to go to the toilet).</p> <p>Can answer basic questions about his/her group, family name, age and family members when supported by prompts.</p>	27

	Can greet and say goodbye and say thank you to other Roma children and adults using appropriate forms of salutation.	
	Can make a short incomplete statement about him/herself or family structure (e.g. name is ... , have brothers). Can use simple phrases to describe his or her own appearance, including eye and hairs colour, size, height.	27
	Can copy or write his/her name , address, name of school. Can copy words about him/herself from the board (my name is....., I live in ...). Can copy or write the family name, his/her name and the names of other family members.	28

Working with the ELP:		
Which part(s) of the ELP will be used?		Pages:
Language passport:	Add student's name and photo.	4
Language biography:		
Dossier:	Att2-9 and Classroom Activity No.8	

MAIN VOCABULARY – Sub-theme 1: Introducing myself	
Active:	
Romani: Me sîm Maj mištoŕo! Maj najis! Kon san? Kon sî o/e?	English: I am ... Hello! Thank you! Who are you? Who is...?
Passive:	
Romani:	English:

MAIN VOCABULARY – Sub-theme 2: My friends		
Active:		
Romani: sî, sîm, san Kon? So? Dali muŕo/muŕî Markoski/Markosko	English: he is, I am, you are Who? What? if my Marko's (poss.)	

Passive:	
Romani: o/e vov/voj sî, vov/voj sas sas les but les	English: the he/she is, he/she was he had much/many him

MAIN VOCABULARY – Sub-theme 3: My family	
Active:	
Romani: o papo e mami o dad e dej o phral e phej e šejoři/e ševoři me thaj muře phral muře pheja hulavel ćinel đilabal đilabal /bašavel/bašalel avel av-tar!	English: the grandpa the grandma the father the mother the brother the sister the little girl I and my brothers my sisters to comb to buy to sing to play music to come come!
Passive:	
Romani:	English:

MAIN VOCABULARY – Sub-theme 4: My body	
Active:	
Romani: o manuř sî ma jek, duj but e řib o naj e vundžija o řero o nakh e buka/ le buć o kan le bal o dand o punřo o muj	English: man I have one, two much/many the tongue the finger the fingernail the head the nose the cheek the ear the hair the tooth the foot the mouth, the face



o vas(t) o vastořo e čang o phiko/o dumo tu jek data, du -, tri -, štar var tut ame(n) ćire deš	the hand the little hand the knee the shoulder(s) you once, twice, three times, four times you we your ten
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Passive:




Romani: o/e vov/voj sas sas les/sas la but les putrel hurjal/urjal khêlel manca pušel sîkavel e phabaj vazdel mek khêlel žal tele ži ka / ži kaj cîno o cîno e ševoři/ e šejoři e vortečina/e drugarica e bibi bibijo! va andrê khêre lo trobul vaj numa e řoča kado/kadi	English: the he/ she was he/she had much/many him to open to fly to dance with me to ask to show the apple to pick something up he/she shall dance, play to walk below until small the small one the little girl the boyfriend the girlfriend the aunt salutation of an elder woman yes inside he is at home to need, to have to or only, but the skirt, the dress this (m/f)
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MAIN GRAMMAR in this unit:



Active:	Passive:
	Personal pronouns: me, tu Interrogative: Ko? Auxiliary verb: hijum, hijan, ... (I am, you are,...) Verbs in the present tense Simple sentence formation (subject, verb, object)



Classroom Activity No.: 1	Title of CA: Introductory ball game	Duration: 10 min or longer, depending on number of children				
	Belongs to Sub-theme: Introducing myself					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
1) The teacher introduces himself/herself: "Maj mištořo. Me sîm e Barka. Kon san tu?" (English: "Hello. I am Barka. Who are you?"). 2) The teacher throws the ball to one of the children and asks him/her to introduce himself/herself with "Maj mištořo! Me sîm o/e!" (English: "Hello. I am ..."). 3) The child introduces himself/herself and then throws the ball back to the teacher. 4) The teacher repeats this with all children.			GA		Ball	
						




Classroom Activity No.: 2	Title of CA: Introductory game (standing in a circle)	Duration: 10 min or longer, depending on number of children				
	Belongs to Sub-theme: Introducing myself					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
1) The children stand in a circle. 2) The teacher turns to the child standing next to him/her and says: "Maj mištořo! Me sîm e Barka. Kon san tu?" (English: "Hello. I am Barka. Who are you?"). 3) The child answers with: "Maj najis! Me sîm o/e.....", turns to his/her neighbour and asks him/her: "Kon san tu?" (English: "Who are you?"). 4) One child after the other repeats this dialogue.			GA			


Classroom Activity No.: 3	Title of CA: Collage of names	Duration: 30 min				
	Belongs to Sub-theme: Introducing myself					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
<p><u>Preparation:</u> The teacher takes a photo of each child and prints them, or the children bring a photo of themselves with them. He/she prepares the collage of flowers (print) and displays it on the wall.</p> <p>1) The teacher calls each child by their name “ Kon sî o/e.....(e.g. Marko).....?” (English: Who is... (e.g. Marko)?). 2) The addressed child walks up to the teacher. He/she beats the rhythm of the answers on the drum (e.g. according to syllables): "Me sîm o Marko!" 3) The child repeats the sentence while the teacher beats the rhythm on the drum: "Me sîm o Marko" Option: The child says the sentence and drums the rhythm himself/herself. 4) The teacher gives each child their photo. 5) The child looks for his/her name on the prepared collage of flowers and attaches his/her photo.</p>		  	PA		Pictures, Collage of flowers, Drum	Att1

Classroom Activity No.: 4	Title of CA: ELP Kava/kaja sîm me	Duration: 15 min				
	Belongs to Sub-theme: Introducing myself					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
<p><u>Preparation:</u> Take photos of the children and print them.</p> <p>1) The teacher discusses the ELP with the children. He/she explains its function, the individual parts (Language Passport, Language Biography, Dossier) and its future role as part of the Romani course. 2) The teacher then hands out the photos. 3) The children glue the photos into their ELPs, write their names down and colour in or decorate the page.</p>			IA	4	ELP, Pictures of the children	

Classroom Activity No.: 5	Title of CA: Drama „Maj mištořo!“	Duration: 20 min				
	Belongs to Sub-theme: Introducing myself					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
1) The teacher puts a colourful scarf onto a table or chair in the left half of the classroom. 2) He/she asks all girls to stand on that side. 3) The teacher puts a man's hat onto a table or chair in the right half of the classroom. 4) He/she asks all boys to stand on that side. 5) The teacher demonstrates the game: He/she walks over to the girls' group, wraps the scarf around his/her shoulders, walks to the centre of the classroom and says: „Maj mištořo! Me sîm o/e _____.“ He/she then walks across to the boys' group, puts the hat on his head and walks to the centre of the classroom. He/she greets everyone and bows. 6) The teacher asks one girl and one boy to stand at the centre, wearing the accessories and to introduce themselves as demonstrated. This is repeated by all children.		 	PA		Scarf, Hat	



Classroom Activity No.: 6	Title of CA: Dialogue “Muřo vortako/muřî vortečina“	Duration: 20 min				
	Belongs to Sub-theme: My friends					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
1) The teacher reads out the dialogue "Muřo vortako/muřî vortečina ". 2) The children read the dialogue by themselves. 3) They discuss the parts they have understood with the child sitting next to them. They then together choose one word which they do not understand. 4) The children tell the teacher those words which they do not understand and write them on the blackboard. 5) The teacher translates the words and together they try and understand the content of the dialogue.		 	IA PA GA	Dossier	Worksheet Att2	Att2








Classroom Activity No.: 7	Title of CA: Gap text "Muřo vortako/muři vortečina"					Duration: 20 min			
	Belongs to Sub-theme: My friends								
Description of activity:					Skill	SF	ELP	Mat. / Res.	Att.
<u>Note:</u> This activity can only be done subsequently to Activity 6. 1) Teacher hands out gap text "Muřo vortako/muři vortečina". Children try to fill out the gaps. 2) The teacher writes the missing words on the blackboard and the children check if they have made any spelling mistakes. 3) The children try to recite or read out the dialogue in pairs.					  	IA GA PA	Dossier	Gap text Att3	Att3


Classroom Activity No.: 8	Title of CA: Illustration "Muřo vortako/muři vortečina"					Duration: 10 min				
	Belongs to Sub-theme: My friends									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
The children are given a blank sheet of drawing paper and are asked to draw a scene from the previously discussed dialogue "Mlo amal / Mli amalin".							IA	Dossier	Blank sheets of paper, Pens	


Classroom Activity No.: 9	Title of CA: “Train of friendship”					Duration: 10 min				
	Belongs to Sub-theme: My friends									
Description of activity:						Skill	SF	ELP	Mat. / Res.	Att.
1) The teacher says: “Sas jek šav. O Marko. Sas les but vortača.” (English: “Once upon a time there was a boy called Markus. He had many friends.”)						→ 	GA			


Classroom Activity No.: 9	Title of CA: “Train of friendship”	Duration: 10 min				
	Belongs to Sub-theme: My friends					
2) The teacher walks through the classroom and calls out one of the children’s names including the accompanying article "o / e ...(name)..."						
3) The addressed child approaches the teacher and gives him/her his/her hand.						
4) The teacher walks through the classroom and again says: "Sas jek šav. O Marko. Sas les but vortača!"						
5) The teacher calls out another child’s name including the article: "O / E ...(name)!"						
6) These steps are repeated until all children are part of the “Train of friendship”.						

Classroom Activity No.: 10	Title of CA: "O manuš"	Duration: 20 min				
	Belongs to Sub-theme: My body					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
1) The teacher stands in front of the class and reads out one sentence after the other of the worksheet "O manuš". He/she points at the corresponding body parts. 2) The teacher asks the children to get up and join in. 3) The teacher repeats each sentence of the worksheet and points at the corresponding parts of the body. The children repeat one sentence each and point at the body parts as demonstrated by the teacher. The teacher continues until all sentences have been read out. Options: The teacher reads out the sentences, the children listen and point at the corresponding parts of the body. The teacher points at a part of the body and the children say the corresponding sentence. 4) The children are given the worksheet and can colour in it and do the reading exercise as homework.		 	GA	Dossier	Worksheet Att4	Att4




Classroom Activity No.: 11	Title of CA: “O cîno”	Duration: 30 min				
	Belongs to Sub-theme: My body					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
1) Teacher hands out the first page of the worksheet "O cîno". 2) The teacher reads a word and asks what it means – one child answers. Then everybody connects this word to the baby's corresponding body part. 3) The teacher then reads out the next word and so on, until all words have been assigned. 4) Then the number of each body parts is discussed (two eyes, ten toes, much hair,...). 5) Finally, the children colour in the baby according to the instructions at the bottom left corner of the worksheet.		  	IA	Dossier	Worksheet Att5, p.1, Crayons	Att5
Classroom Activity No.: 12	Title of CA: Gap text “O cîno”	Duration: 15 min				
	Belongs to Sub-theme: My body					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
1) The teacher hands out page two of the worksheet "O cîno". 2) The gap fill exercise is done in group: one child reads out a sentence and tries to complement it. All children write the words down into the gaps. 3) Teacher writes down the gap words on the blackboard.		  	GA	Dossier	Worksheet Att5, p.2	Att5
Classroom Activity No.: 13	Title of CA: “Khêlas ” – Poem	Duration: 30 min				
	Belongs to Sub-theme: My body					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
1) Teacher hands out the poem “Khêlas” and children read it by themselves. 2) They read it again and highlight the words they already know.			IA PA	Dossier	Worksheet Att6	Att6







Classroom Activity No.: 13	Title of CA: “Khêlas ” – Poem	Duration: 30 min				
	Belongs to Sub-theme: My body					
3) In pairs the children choose two words they didn't understand. 4) Each pair writes these two words on the blackboard and the teacher translates them. 5) Children read the text alone once again. 6) Teacher and class discuss the content of the poem.						






Classroom Activity No.: 14	Title of CA: Gap text “Khêlas ”	Duration: 30 min				
	Belongs to Sub-theme: My body					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
1) Teacher hands out the gap text "khêlas" and children fill out the gaps in pairs. 2) The text is read once again together. 3) Children compare the results and correct the entries or missing words.			PA	Dossier	Worksheet Att7	Att7

Classroom Activity No.: 15	Title of CA: “Muři familja” - Diagram	Duration: 15 min				
	Belongs to Sub-theme: My family					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
<u>Preparation:</u> The children bring photos of their families to class. Print Att8 and hand out a sheet of blank paper to each child. 1) The worksheet "Muři familja" is discussed first: What is the task? What do the words mean? 2) Teacher asks the children to glue the photos of their families to the worksheet "Muři familja" (diagram) and to fill in their relatives' names.			IA	Dossier	Woksheets Att8	Att8

Classroom Activity No.: 15	Title of CA: “Muřĩ familja” - Diagram	Duration: 15 min				
	Belongs to Sub-theme: My family					
3) The diagrams are put on a wall of the classroom or in the Dossier.						
4) Some children can introduce their families if they want to.						

Classroom Activity No.: 16	Title of CA: Poem “Ame”	Duration: 30 min				
	Belongs to Sub-theme: My family					
Description of activity:		Skill	SF	ELP	Mat. / Res.	Att.
1) The teacher reads the poem “Ame” to the class. Then he/she hands out the text to the children. 2) The teacher asks the children to read through the poem by themselves once. 3) Then the teacher reads one sentence after the other to the class. The children repeat it loudly in unison. 4) The children learn the short poem by heart as homework.		  	IA G W	Dossier	Woksheets Att9	Att9

Number of sample lesson plan: 1		Topic of LP: Muřo anav					Duration: 50 min	
CA- No.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
1	10'	1) The teacher introduces himself/herself: "Maj miřtořo. Me řim e Barka. Kon san tu?" (English: "Hello. I am Barka. Who are you?"). 2) The teacher throws the ball to one of the children and asks him/her to introduce himself/herself with "Maj miřtořo!. Me řim o/e!" (English: "Hello. I am ..."). 3) The child introduces himself/herself and then throws the ball back to the teacher. 4) The teacher repeats this with all children.	 	GA		Ball		
2	10'	1) The children stand in a circle. 2) The teacher turns to the child standing next to him/her and says: "Maj miřtořo! Me řim e Barka. Kon san tu?" (English: "Hello. I am Barka. Who are you?"). 3) The child answers with: "Maj najis! Me řim o/e.....", turns to his/her neighbour and asks him/her: "Kon san tu?" (English: "Who are you?"). 4) One child after the other repeats this dialogue.		GA				
3	10'	<u>Preparation:</u> The teacher takes a photo of each child and prints them, or the children bring a photo of themselves with them. He/she prepares the collage of flowers (print) and displays it on the wall. 1) The teacher calls each child by their name " Kon ři o/e.....(e.g. Marko).....?" (English: Who is... (e.g. Marko)?). 2) The addressed child walks up to the teacher. He/she beats the rhythm of the answers on the drum (e.g. according to syllables): "Me řim o Marko!" 3) The child repeats the sentence while the teacher beats the rhythm on the drum:"Me řim o Marko" Option: The child says the sentence and drums the rhythm himself/herself. 4) The teacher gives each child their photo. 5) The child looks for his/her name on the prepared collage of flowers and attaches his/her photo.	  	PA		Pictures, Flower Collage, Drum	Att1	
Learning objectives:		→ Getting to know each other. → Introducing oneself and saying "Hello!" in Romanes.						

Number of sample lesson plan: 2		Topic of LP: My body					Duration: 50 min	
CA- No.	Time	Sample Lesson Plan	Skill	SF	ELP	Mat. / Res.	Att.	
10	20'	1) The teacher stands in front of the class and reads out one sentence after the other of the worksheet "O manuř". He/she points at the corresponding body parts. 2) The teacher asks the children to get up and join in. 3) The teacher repeats each sentence of the worksheet and points at the corresponding parts of the body. The children repeat one sentence each and point at the body parts as demonstrated by the teacher. The teacher continues until all sentences have been read out. Options: The teacher reads out the sentences, the children listen and point at the corresponding parts of the body. The teacher points at a part of the body and the children say the corresponding sentence. 4) The children are given the worksheet and can colour in it and do the reading exercise as homework.	 	GA	Dossier	Worksheet Att4	Att4	
11	30'	1) Teacher hands out the first page of the worksheet "O cĭno". 2) The teacher reads a word and asks what it means – one child answers. Then everybody connects this word to the baby's corresponding body part. 3) The teacher then reads out the next word and so on, until all words have been assigned. 4) Then the number of each body parts is discussed (two eyes, ten toes, much hair,...). 5) Finally, the children colour in the baby according to the instructions at the bottom left corner of the worksheet.	  	IA	Dossier	Worksheet Att5 p.1, Crayons	Att5	
Learning objectives:		→ Getting to know and naming body parts.						

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

Texts and worksheets: Copyright by QualiRom

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Muřo vortako/mu

Šejořĩ: Maj miřtořo, bibijo!

Dej: Maj najis muřĩ šejořĩ!

Kon san?