



Quality Education in Romani for Europe

ROMANI TEACHING MATERIALS
Arlije_Primary_A1_AT_eng
Romani variety: Arlije Romani

learner level: Primary

proficiency level: A1

language versions: Romani, English

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The materials have been produced for use within the context of migrant Arlije Romani speakers in Austria, primarily in Vienna. There is a German and an Englisch version of the materials. The materials consist of eleven units, which are stored in a single PDF file. Within the PDF file, there is a table of contents which gives an overview of the units. Each unit consists of an overview and worksheets. The worksheets are designed for black-and-white printing.

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 BUNDESKANZLERAMT  ÖSTERREICH

Arlije_Primary_A1_AT_eng

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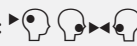

Arlije_Primary_A1_AT_eng_unit-01
Topic (CFR): MYSELF AND MY FAMILY
Sub-topic 01: Introducing myself Sub-topic 02: My friends Sub-topic 03: My family Sub-topic 04: My body
Connected main themes in the CFR: Occupations and hobbies

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand basic questions asked by the teacher, an adult or another pupil (e.g. What is your name? How old are you? Is this your brother? etc.). ✓ Can understand simple instructions for everyday activities when they are spoken slowly and accompanied by appropriate gesture. ✓ Can recognize his/her name or the names or titles of immediate family members when spoken by another person. ✓ Can understand when an older person is giving a blessing.
	<ul style="list-style-type: none"> ✓ Can find his/her name on a class/teamlist. ✓ 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.
	<ul style="list-style-type: none"> ✓ 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 ...?). ✓ Can greet the teacher, other adults and pupils in an appropriate way and say goodbye. ✓ Can indicate immediate personal needs (e.g. to go to the toilet). ✓ Can answer basic questions about his/her group, family name, age and family members when supported by prompts. ✓ Can greet and say goodbye and say thank you to other Roma children and adults using appropriate forms of salutation.
	<ul style="list-style-type: none"> ✓ Can make a short incomplete statement about himself/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.
	<ul style="list-style-type: none"> ✓ Can copy or write his/her name, address, name of school. ✓ Can copy words about himself/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.
Working with the ELP	
Language passport: Add student’s name and photo.	
Dossier: worksheets 01– 09	










Vocabulary Sub-topic 01: Introducing myself			
Active			
<i>Me hijum o/i ...</i>	I am ...	<i>Kon san tu?</i>	Who are you?
<i>Šužo dive!</i>	Hello!	<i>Ko i tano o/i ...?</i>	Who is he/she ...?
Vocabulary Sub-topic 02: My friends			
Active			
<i>tano/i, hijum, hijan</i>	he/she is, I am, you are	<i>dali</i>	if
<i>Ko?</i>	Who?	<i>mlo, mli</i>	my
<i>So?</i>	What?	<i>Markosiro, Markosori</i>	Marko's (possessive)
Passive			
<i>o/i</i>	he, she	<i>but</i>	much, many
<i>tano/i, ov/oj hine</i>	he/she is, he/she was	<i>ole</i>	him
<i>hine le</i>	he had		
Vocabulary Sub-topic 03: My family			
Active			
<i>o papo</i>	the grandpa	<i>hem</i>	and
<i>i baba</i>	the grandma	<i>mle phralja</i>	my brothers
<i>o dad</i>	the father	<i>mle phenja</i>	my sisters
<i>i daj</i>	the mother	<i>harovela</i>	to comb
<i>o phral</i>	the brother	<i>činela</i>	to buy
<i>i phen</i>	the sister	<i>džilabela</i>	to sing
<i>me</i>	I	<i>bašalela</i>	to make music
Vocabulary Sub-topic 04: My body			
Active			
<i>o manuš</i>	man (the human being)	<i>o dand</i>	the tooth
<i>man isi</i>	he/she has	<i>o pro</i>	the foot
<i>jek, duj</i>	one, two	<i>o muj</i>	the mouth, the face
<i>but</i>	much, many	<i>o vast</i>	the hand
<i>i čhib</i>	the tongue	<i>i koč, i kroč</i>	the knee
<i>o naj</i>	the finger	<i>o phiko</i>	the shoulder(s)
<i>o trnaki</i>	the fingernail	<i>tu</i>	you
<i>o šero</i>	the head	<i>jek puti, duj puti, trin puti, štar puti</i>	once, twice, three times, four times
<i>o nakh</i>	the nose	<i>tut</i>	you
<i>i čham</i>	the cheek	<i>amen</i>	we
<i>o kan</i>	the ear	<i>tle</i>	your
<i>bala</i>	the hair	<i>des</i>	ten

Passive			
<i>o/i</i>	the (m/f)	<i>sikavi, sikavela</i>	to show
<i>hine</i>	he/she was	<i>i phabaj</i>	the apple
<i>hine le/la</i>	he/she had	<i>vazdela upre</i>	to pick something up
<i>but</i>	much, many	<i>neka čhelel</i>	he/she shall dance, play
<i>ole</i>	him	<i>džala</i>	to walk
<i>raširini, phravela</i>	to open	<i>tele</i>	below/down
<i>letini, te letine</i>	to fly	<i>dži ko, dži ki</i>	until
<i>čhelela</i>	to dance	<i>tikno</i>	small
<i>mancar</i>	with me	<i>o tikno</i>	the small one
<i>pučela</i>	to ask		

Grammar	
Active	Passive
	Personal pronouns: <i>me, tu</i> Interrogative: <i>ko?</i> Auxiliary: <i>hijum, hijan, ...</i> (I am, you are, ...) Verbs in present tense Simple sentences (subject, verb, object)

Teaching activity 01 Sub-topic 01: Introducing myself – Introduction ball game
Duration: 10 min or longer, depending on number of children Skill:  SF: G*
Mat./Res.: Ball
<ol style="list-style-type: none"> Teacher introduces himself/herself: <i>Šužo dive. Me hijum o/i ... Ko hijan tu?</i> ‚Hello. I am Barka. Who are you?‘. Teacher passes the ball to a child and asks him/her to introduce himself/herself with: <i>Šužo dive. Me hijum o/i ...!</i> ‚Hello. I am ...‘. Child introduces himself/herself and passes the ball back to the teacher. Same procedure with all children.
Teaching activity 02 Sub-topic 01: Introducing myself – Introduction game (in a circle)
Duration: 10 min or longer, depending on number of children Skill:  SF: G
<ol style="list-style-type: none"> Children stand in a circle. Teacher turns to a child standing next to him/her and says: <i>Šužo dive! Me hijum o/i ... Ko hijan tu?</i> ‚Hello. I am ... Who are you?‘. Child answers: <i>Šužo dive. Me hijum o/i ...</i>, turns to his/her neighbor and asks him/her: <i>Ko hijan tu?</i> ‚Who are you?‘. Same procedure with all children.

*SOCIAL FORM (SF): group work – G | partner work – P | individual work – I

Teaching activity 03 Sub-topic 01: Introducing myself – Collage of names
Duration: 30 min Skill:     SF: P
Mat./Res.: Worksheet 01, photographs, collage of flowers, drum
<p>Preparation: Teacher takes a picture of each child and prints it or the children bring a picture with them. He/She prepares the collage of flowers and puts it on the wall.</p> <ol style="list-style-type: none"> 01. Teacher calls each child by their name: <i>Ko i tano o/i ...? ,Who is ...?'</i> (e.g. Marko). 02. Child goes to the teacher who beats the rhythm of the names on the drum (according to syllables): <i>Me hijum o Marko!</i> 03. Child repeats the sentence. Teacher beats the rhythm on the drum: <i>Me hijum o Marko.</i> 04. Option: Child says the sentence and plays the rhythm himself/herself. Teacher gives each child their picture. 05. Child looks for his/her name on the prepared collage of flowers and attaches his/her photo.
Teaching activity 04 Sub-topic 01: Introducing myself – Akava/akaja hijum me.
Duration: 15 min Skill:  SF: I ELP: 4
Mat./Res.: ELP, photographs of the children
<ol style="list-style-type: none"> 01. Preparation: Take pictures of the children and print them. 02. Teacher discusses the ELP with the children. He/She explains function, individual parts (Language Passport, Language Biography, Dossier) and future role as part of the Romani course. 03. Teacher hands out the photos. 04. Children glue the photos to their ELPs, write their names and color or decorate the page.
Teaching activity 05 Sub-topic 01: Introducing myself – Drama scene Šužo dive.
Duration: 20 min Skill:   SF: P ELP: 4
Mat./Res.: Scarf, hat
<ol style="list-style-type: none"> 01. Teacher puts a colorful scarf on a table or chair in the left half of the classroom. 02. Teacher asks all girls to stand on that side. 03. Teacher puts a hat on a table or chair in the right half of the classroom. 04. Teacher asks all boys to stand on that side. 05. Teacher shows the game: He/she walks over to the girls' group, wraps the scarf around his/her shoulders, walks to the middle of the classroom and says: <i>Šužo dive! Me hijum o/i</i> He/she walks across to the boys' group, puts the hat on his head and walks to the middle of the classroom. He/she greets everyone and bows. 06. Teacher asks one girl and one boy to stand in the middle, wearing the accessories and to introduce themselves as shown. Same procedure for all children.
Teaching activity 06 Sub-topic 02: My friends – Dialogue Mlo amal/mli amalin
Duration: 20 min Skill:   SF: I, P, G ELP: dossier
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> 01. Teacher reads the dialogue of worksheet 02 <i>Mlo amal/mli amalin.</i> 02. Children read the dialogue alone. 03. They discuss the dialogue with the child sitting next to them. Together they choose a word they don't understand. 04. Children tell the teacher their words and write them on the blackboard. 05. Teacher translates the words and together they discuss the content of the dialogue.

Teaching activity 07 | Sub-topic 02: My friends – Gap text *Mlo amal/mli amalin*Duration: 20 min | Skill:   | SF: I, G, P | ELP: dossier


Mat./Res.: Worksheet 03

Note: This activity can only be done subsequently to activity 6.

01. Teacher hands out gap of worksheet 03 *Mlo amal/mli amalin*, 'My friend (male/female)'. Children fill out the gaps.
02. Teacher writes the gap words on the blackboard and the children check their spelling.
03. Children read the dialogue in couples.

Teaching activity 08 | Sub-topic 02: My friends – Illustration *Mlo amal/mli amalin*Duration: 10 min | Skill:  | SF: I | ELP: dossier

Mat./Res.: Paper and crayons

Children get a blank sheet of paper and teacher asks them to draw a scene from the dialogue *Mlo amal/mli amalin* zu illustrieren.**Teaching activity 09 | Sub-topic 02: My friends – Illustration *Mlo amal/mli amalin***Duration: 10 min | Skill:  | SF: G

01. Teacher says: *Hine jek čhavo. O Marko. Ole hine le but amala.* 'Once upon a time there was a boy called Markus. He had many friends.'
02. Teacher walks through the classroom and calls out one of the children's names (incl. article): *O/I... (name)!*
03. Child approaches the teacher and gives him/her his/her hand.
04. Teacher walks through the classroom and says: *Hine jek čhavo. O Marko. Ole hine le but amala.*
05. Teacher calls out another child's name (incl. article): *O/I... (name)!*
06. Same procedure until all children are part of the "Train of friendship".

Teaching activity 10 | Sub-topic 04: My body – *O manuš*Duration: 20 min | Skill:   | SF: G | ELP: dossier

Mat./Res.: Worksheet 04

01. Teacher reads worksheet 04 *O manuš*, 'The man'. He/she points at the corresponding body parts.
02. Teacher asks the children to get up and join in.
03. Teacher repeats each sentence of the worksheet and points at the corresponding parts of the body. Children repeat and point at the body parts as shown by the teacher. Teacher continues until all sentences are read.
Options: Teacher reads the sentences, children listen and point at the corresponding parts of the body, or: Teacher points at a part of the body and the children say the corresponding sentence.
04. Children get the worksheet, color it and do the reading exercise as a homework.

Teaching activity 11 Sub-topic 04: My body – O tikno
Duration: 30 min Skill: SF: I ELP: dossier
Mat./Res.: Worksheet 05/page 1, crayons
<ol style="list-style-type: none"> Teacher hands out the first page of worksheet 05 <i>O tikno</i>, 'The little/The baby'. Teacher reads a word and asks what it means – one child answers. The children connect this word to the baby's corresponding body part. Teacher reads the next word and so on, until all words are connected. They discuss the number of each body part (two eyes, ten toes, much hair, ...). Children color the baby according to the instructions in the bottom left corner of the worksheet.
Teaching activity 12 Sub-topic 04: My body – Gap text O tikno
Duration: 15 min Skill: SF: G ELP: dossier
Mat./Res.: Worksheet 05/page 2
<ol style="list-style-type: none"> Teacher hands out page 2 of worksheet 05 <i>O tikno</i>. They do the gap text in group: One child reads a sentence and finds the gap word. Children fill out the gaps. Teacher writes the gap words on the blackboard.
Teaching activity 13 Sub-topic 04: My body – Poem Čhelaja
Duration: 30 min Skill: SF: I, P ELP: dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> Teacher hands out the poem <i>Čhelaja</i>, 'We play' and children read it alone. They read it again and highlight the words they already know. In couples children choose two words they don't know. Each couple writes these two words on the blackboard and the teacher translates them. Children read the text alone once again. Teacher and class discuss the content of the poem.
Teaching activity 14 Sub-topic 04: My body – Gap text Čhelaja
Duration: 30 min Skill: SF: P ELP: dossier
Mat./Res.: Worksheet 07
<ol style="list-style-type: none"> Teacher hands out the gap text <i>Čhelaja</i> (worksheet 07) and children fill out the gaps in couples. They read the text together once again. Children compare the results and correct the gap words.
Teaching activity 15 Sub-topic 03: My family – Diagram Mli familija
Duration: 15 min Skill: SF: I ELP: dossier
Mat./Res.: Worksheet 08
<p>Children bring pictures of their families. Print worksheet 8 and hand out a sheet of blank paper to each child.</p> <ol style="list-style-type: none"> They discuss worksheet 08 <i>Mli familija</i>, 'My family': What is the task? What do the words mean?. Teacher asks the children to glue the photos of their families to the worksheet <i>Mli familija</i> (diagram) and to fill in the names of their relatives. The diagrams are put on a wall of the classroom or in the dossier. Children can introduce their families if they want to.

Teaching activity 16 | Sub-topic 03: My family – Illustration *Mlo amal/mli amalin*Duration: 30 min | Skill:  | SF: I, G | ELP: dossier

Mat./Res.: Worksheet 09

01. Teacher reads the poem *Amen* ,We‘ to the class. Then he/she hands out the text to the children.
02. He/She asks the children to read the poem alone once.
03. Then he/she reads the sentences to the class. Children repeat it in unison.
04. Children learn the short poem by heart as a homework.

Lesson plan 01 | Sub-topic 01: Introducing myself – *Mlo anav* ,My name‘

TA-Nr.: 01 | Learning objectives: Getting to know each other. Introducing and saying “Hello!” in Romani.

Duration: 10 min | Skill:  | SF: G

Mat./Res.: Ball


01. Teacher introduces himself/herself: *Šužo dive. Me hijum o/i ... Ko hijan tu?* ,Hello. I am ... Who are you?‘.
02. Teacher passes the ball to a child and asks him/her to introduce himself/herself with: *Šužo dive. Me hijum o/i ...!* ,Hello. I am ...‘.
03. Child introduces himself/herself and passes the ball back to the teacher.
04. Same procedure with all children.

TA-Nr.: 02 | Learning objectives: Getting to know each other. Introducing and saying “Hello!” in Romani.

Duration: 10 min | Skill:  | SF: G






01. Children stand in a circle.
02. Teacher turns to a child standing next to him/her and says: *Šužo dive! Me hijum o/i ... Ko hijan tu?* ,Hello. I am ... Who are you?‘.
03. Child answers: *Šužo dive. Me hijum o/i*, turns to his/her neighbor and asks him/her: *Ko hijan tu?* ,Who are you?‘.
04. Same procedure with all children.

TA-Nr.: 03 | Learning objectives: Getting to know each other. Introducing and saying “Hello!” in Romani.

Duration: 10 min | Skill:  | SF: G

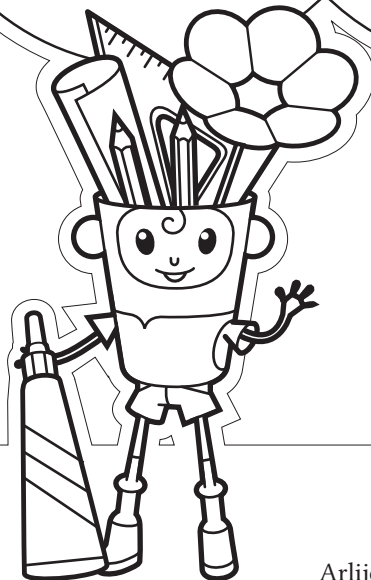
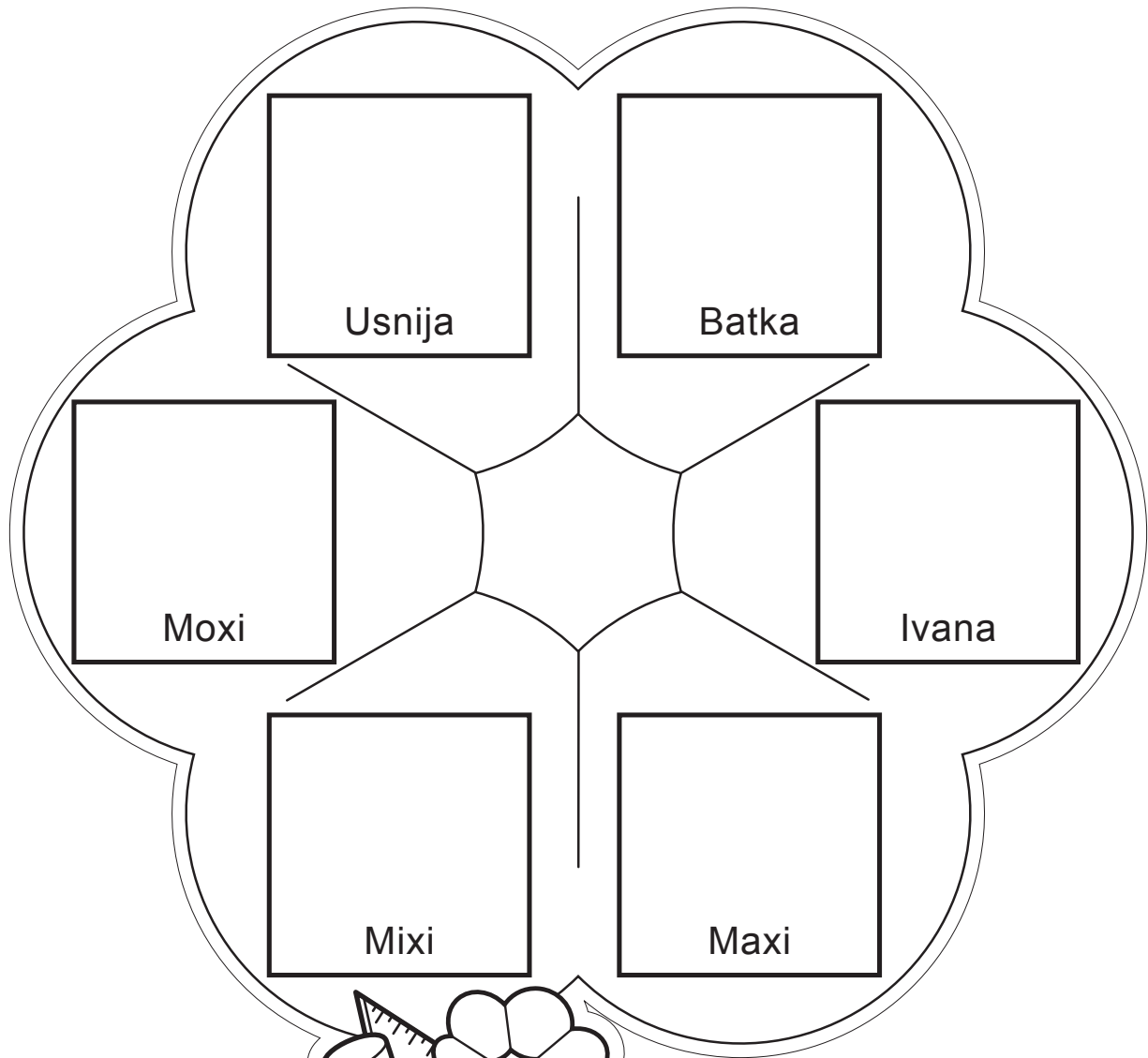
Mat./Res.: Worksheet 01, photographs, collage of flowers, drum

- Preparation: Teacher takes a picture of each child and prints it or the children bring a picture with them. He/she prepares the collage of flowers and puts it on the wall.
01. Teacher calls each child by their name: *Ko i tano o/i ...?* ,Who is ...?‘ (e.g. Marko).
 02. Child goes to the teacher who beats the rhythm of the names on the drum (according to syllables):
Me hijum o Marko!
 03. Child repeats the sentence. Teacher beats the rhythm on the drum: *Me hijum o Marko.*
 04. Option: Child says the sentence and plays the rhythm himself/herself. Teacher gives each child their picture.
 05. Child looks for his/her name on the prepared collage of flowers and attaches his/her photo.

Lesson plan 02 Sub-topic 04: My body – Muro testo
TA-Nr.: 10 Learning objectives: Getting to know and naming body parts.
Duration: 20 min Skill:   SF: G ELP: dossier
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> 01. Teacher reads worksheet 04 <i>O manuš</i>, The man^č. He/She points at the corresponding body parts. 02. Teacher asks the children to get up and join in. 03. Teacher repeats each sentence of the worksheet and points at the corresponding parts of the body. Children repeat and point at the body parts as shown by the teacher. Teacher continues until all sentences are read. Options: Teacher reads the sentences, children listen and point at the corresponding parts of the body, or: Teacher points at a part of the body and the children say the corresponding sentence. 04. Children get the worksheet, color it and do the reading exercise as a homework.
TA-Nr.: 11 Learning objectives: Practicing orthography.
Duration: 30 min Skill:    SF: I ELP: dossier
Mat./Res.: Worksheet 05/page 1, crayons
<ol style="list-style-type: none"> 01. Teacher hands out the first page of worksheet 05 <i>O tikno</i>, The little/the baby^č. 02. Teacher reads a word and asks what it means – one child answers. The children connect this word to the baby's corresponding body part. 03. Teacher reads the next word and so on, until all words are connected. 04. They discuss the number of each body part (two eyes, ten toes, much hair, ...). 05. Children color the baby according to the instructions in the bottom left corner of the worksheet.

Mlo anav _____

Amari grupa



Mlo anav _____

Mlo amal/mli amalni

Čhaj: Šuzo dive!

Daj: Šužo dive!

Ko hijan tu?

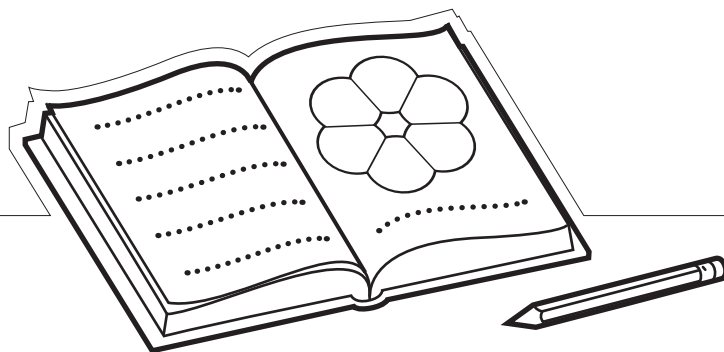
Čhaj: Me hijum i Suzi!

Daj: So mangeja Suzi?

Čhaj: Me hijum e amalin e Markosiri.

Dali tano ov čhere?

Daj: Čhere i tano. Ajde, khuv andre.



Mlo anav _____

Mlo amal/mli amalni

Čhaj: Šuzo dive!

Daj: Šužo dive!

Ko _____ tu?

Čhaj: Me _____ i Suzi!

Daj: So mangeja Suzi?

Čhaj: Me _____ e amalin e Markosiri.

Dali tano ov čhere?

Daj: Čhere i tano. Ajde, _____ andre.

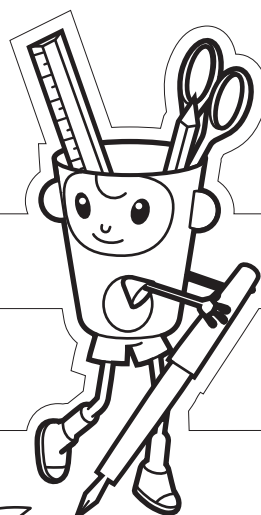
hijum

| hijan

| hijum

|

| khuv



Šuzo dive

O manuš

Man isi jek šero.

Man isi but danda.

Man isi jek nakh.

Man isi duj pre.

Man isi duj čhama.

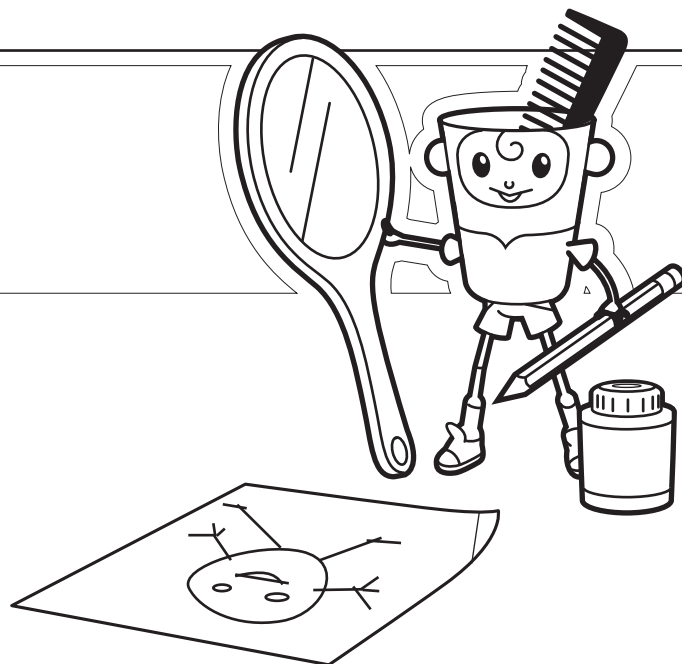
Man isi jek muj.

Man isi duj kana.

Man isi duj vasta.

Man isi but bala.

Man isi duj kročja.

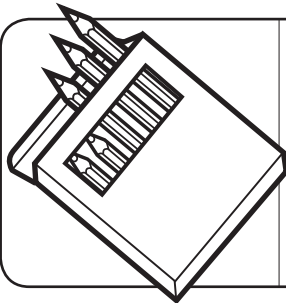


Mlo anav _____

O tikno

jek šero

jek čhib	jek nakh	jek šero	jek vodži
duj jača	duj čhama	duj pre	duj kročja
duj phike	duj vasta	deš naja	but bala



jek = žuto
duj = lolo
but = plavo
deš = zeleno

Mlo anav _____

O tikno

Jek vaj duj?

Man isi _____ vasta.

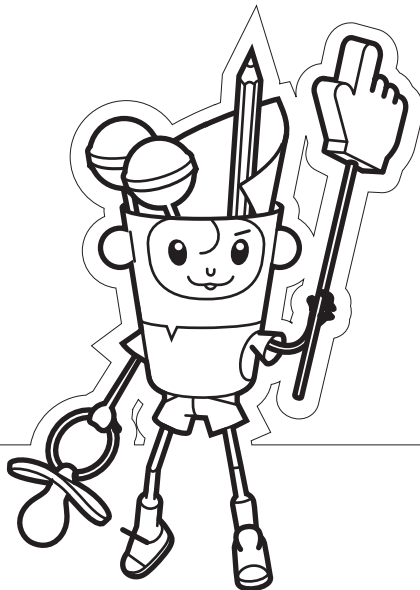
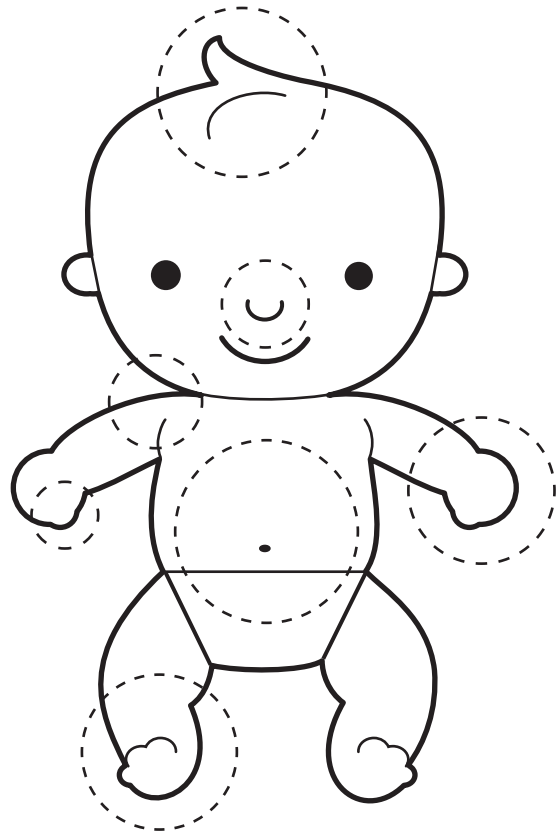
Man isi _____ nakh.

Man isi _____ naja.

Man isi _____ pre.

Man isi _____ kana.

Man isi _____ bala.



Mlo anav _____

Čhelaja

Jek puti, duj puti, tut pučava,
trin puti, štar puti amen čhelaja.

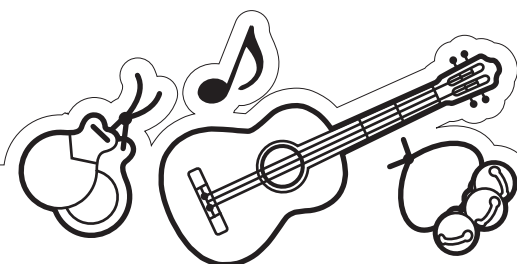
Vazde upre tle vasta,
sikav mange phabaja.

Jek puti, duj puti, tut pučava,
trin puti, štar puti amen čhelaja

Dža tele dži ko pre,
neka čhelen tle phike.

Jek puti, dujputi, tut pučava,
trin puti, štar puti amen čhelaja.

Raširin tu tle vasta,
te letine tu mancar.



Mlo anav _____

Čhelaja

Jek puti, duj puti, tut pučava,
trin puti, štar puti amen čhelaja.

Vazde upre tle _____,

sikav mange phabaja.

Jek puti, duj puti, tut pučava,
trin puti, štar puti amen čhelaja

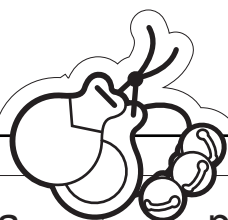
Dža tele dži ko _____,

neka čhelen tle _____.

Jek puti, duj puti, tut pučava,
trin puti, štar puti amen čhelaja.

Raširin tu tle _____,

te letine tu mancar.



vasta

pre

phike

vasta

Mlo anav _____

Ko i tane akala džene?

o papo, i baba, o dad, i daj, o phral, i phen

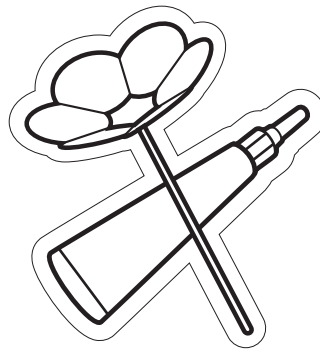
o papo

i baba

i baba

o papo

o dad



i daj

mle phrala thaj mle phenja thaj me

Mlo anav _____

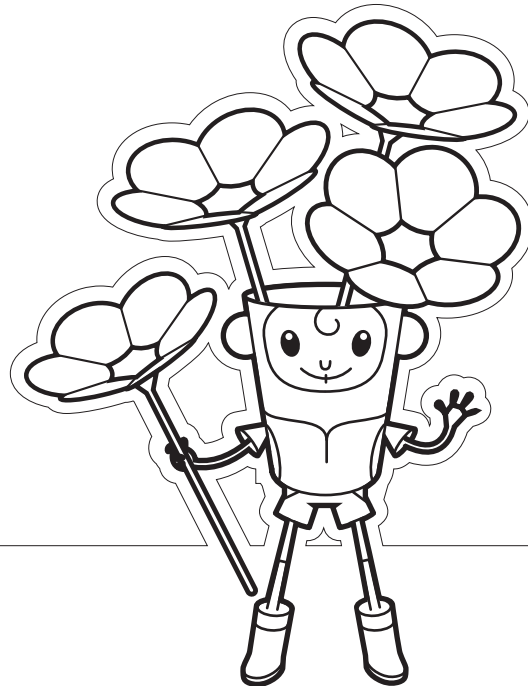
Amen

Mli daj man harovela.






Mlo dad šuže sukňe činela.

Mli phen mange džilabela.

Mlo phral mange bašalela.



Arlije_Primary_A1_AT_eng_unit-02
Topic (CFR): THE HOUSE AND ITS ACTIVITIES
Sub-topic 01: O broja – Numbers Sub-topic 02: Mlo čher/stani – My house/flat

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand the key words for activities of the home (e.g. eating, washing, sleeping, etc.). ✓ Can understand the key words for activities of the Roma home and can categorise them, as appropriate, into areas of responsibility (e.g. mother’s jobs, father’s occupations, etc.).
	<ul style="list-style-type: none"> ✓ Can recognize and understand labels on a picture of a typical house or room. ✓ Can recognize and understand numbers and words on a street or in an address. ✓ Can recognize and understand the words for parts of the home and its surroundings and items in the house/caravan.
	<ul style="list-style-type: none"> ✓ Can give single word or very brief answers to basic questions about his/her home. ✓ Can give a telephone number.
	<ul style="list-style-type: none"> ✓ 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.
	<ul style="list-style-type: none"> ✓ Can copy or write words and simple phrases or sentences for parts of the home and items in the house.
Working with the ELP	
Language passport: <i>Me bešava ki ... (e.g. Viena).</i>	
Dossier: <i>O broja: 0–10 activities 02, 03, 04 I kujna: Filling in words</i>	

Vocabulary Sub-topic 01: O broja	
Active	
<i>o broja 0–10</i>	the numbers 0–10
<i>mlo/tlo broji</i>	my/your number
<i>Sar/savo i tano ...?</i>	What/which is ...?
Passive	
<i>So čereja tu tajsja?</i>	What are you doing tomorrow?
<i>mlo/tlo broji</i>	my/your number

Vocabulary | Sub-topic 02: Mlo čher/stani

Active			
<i>mlo čher/stani</i>	my house/flat	<i>i stolica</i>	the chair
<i>i soba</i>	the room	<i>o kreveti</i>	the bed
<i>i kujna</i>	the kitchen	<i>o šifonjeri</i>	the wardrobe
<i>o kupatilo</i>	the bathroom	<i>o igračke</i>	the toys
<i>i spalna, i sojipasiri soba</i>	the bedroom	<i>o knjiga</i>	the book
<i>i dnevno soba</i>	the living room	<i>o tepiko</i>	the carpet
<i>o čeneŕi (WC)</i>	the toilet (WC)	<i>o regali knjigenge</i>	the bookshelf
<i>i čhavengiri soba</i>	the children's room	<i>i televizija</i>	the television
<i>o hodniko</i>	the hallway	<i>peglini o šeja</i>	to iron
<i>i vazna</i>	the vase	<i>sovela</i>	to sleep
<i>o roja</i>	the cutlery (also: spoons)	<i>čitini</i>	to read
<i>o kredenco</i>	the kitchen cabinet	<i>čerela (kolačija)</i>	to bake (biscuits)
<i>i šporeti</i>	the stove	<i>prezime</i>	the surname
<i>o frižideri</i>	the refrigerator	<i>kotar hijan?</i>	Where are you from?
<i>o tiganja</i>	the pan	<i>kaj bešeja?</i>	Where do you live?
<i>o tanjiri</i>	the plate	<i>o gav</i>	the village
<i>i tendžera</i>	the pot	<i>i diz</i>	the city
<i>i lampa</i>	the lamp	<i>i adresa</i>	the address
<i>o astali</i>	the table	<i>i phuv</i>	the country
Passive			
<i>So i tano akava?</i>	What is this?	<i>So čerava me?</i>	What do I do?
<i>i luludži</i>	the flower	<i>mlo dad</i>	my father
<i>o habe</i>	the food	<i>mli daj</i>	my mother
<i>o mas</i>	the meat	<i>mlo papo</i>	my grandpa, my grandfather
<i>So isi tut ...?</i>	What have you got?	<i>mli baba</i>	my grandma, my grandmother

Grammar	
Active	Passive
Simple interrogative clauses Present tense Simple sentence formation	Future tense

Teaching activity 01 | Sub-topic 01: O brojaDuration: 35 min | Skill:  | SF: G, I | ELP: p. 42

Mat./Res.: Cards (numerals), worksheet 01

Preparation: Print and laminate cards with numerals (worksheet 01).

01. Children sit in a circle on the floor.
02. Teacher spreads out the cards with the numerals 0–10 on the floor. Each child gets a card with the numbers from “Zero” to “Ten” (in words).
03. Children try to find the matching numbers to their cards.
04. Incorrectly matched cards are assigned to the correct card together.
05. Subsequently the teacher places the cards with the words from 0–10 in a stack on the floor. The cards with the numerals are distributed again.
06. Now the children read the numerals on their card out loud and put the card next to the correct number.
07. Teacher corrects the cards and says the numbers from 0–10 twice.
08. He/She now pronounces number by number, the group repeats the word after each number.
09. Then each child is asked to read the numbers out loud.
10. Subsequently the children copy the numbers from 0–10 from the cards into their ELP (p. 42).

Teaching activity 02 | Sub-topic 01: O broja – Dialogue TelefoniDuration: 30 min | Skill:  | SF: I, P, G

Mat./Res.: Worksheet 02


















01. Teacher reads the dialogue.
02. He/She reads the dialogue again and asks the children to write down the words they know.
03. Children say the words they know. Teacher writes them on the blackboard.
04. He/She reads the dialogue again and asks the children to remember one word they don't know .
05. Children say these words out loud. Teacher writes them on the blackboard.
06. Teacher translates the words.
07. He/She asks the children to talk about the content with the child sitting next to them.
08. He/She hands out the worksheet and discusses the content with the children.
09. He/She asks the children to read the dialogue quietly with a partner first.
10. Children read the dialogue out loud with their partner.











Teaching activity 03 | Sub-topic 02: Mlo čher/staniDuration: 25 min | Skill:  | SF: G, I | ELP: Dossier







Mat./Res.: Worksheet 03, pens















01. Teacher hands out the worksheets.
02. He/She asks the children what the words mean and what the task is.
03. He/She explains the new vocabulary and asks the children to fill out the worksheet.
04. They compare their answers.
05. Children draw their room.

*SOCIAL FORM (SF): group work – G | partner work – P | individual work – I

Teaching activity 04 Sub-topic 02: Mlo čher/stani – I kujna
Duration: 35 min Skill:     SF: G, I, P ELP: Dossier, p. 42
Mat./Res.: Worksheet 04; cutlery, pot, vase, plate, flower, pan
<ol style="list-style-type: none"> Children sit in a circle. Teacher puts the objects in front of him/her, covering them with a cloth. He/She picks one object (e.g. a pot) and asks who knows the Romani name for the object. Then he/she says its name out loud. Children repeat the name and teacher passes the object around the circle for the children to touch. Same procedure with all objects. Children return to their seats and teacher hands out the worksheet. They complete it in couples. The answers are compared and the teacher writes the words on the blackboard. Children add the new words to their ELP.
Teaching activity 05 Sub-topic 02: Mlo čher/stani – Čhavorengiri soba
Duration: 35 min Skill:      SF: G, I ELP: Dossier
Mat./Res.: Worksheet 05
<ol style="list-style-type: none"> Teacher hands out the worksheet and reads it. He/She asks the children what the words below mean. Teacher asks: ... [name], <i>so isi tut ki tli soba?</i> One child chooses one of the objects on the worksheet and answers: <i>Man isi ma šifonjeri.</i> Same procedure with all the words. Subsequently the children draw their rooms.
Teaching activity 06 Sub-topic 02: Mlo čher/stani – So i tano akava?
Duration: 35 min Skill:      SF: G, I ELP: Dossier
Mat./Res.: Worksheet 06, overhead projector, overhead pens (copy worksheet 06 on overhead transparency)
<ol style="list-style-type: none"> Teacher shows the first line of the worksheet to the children on the overhead projector. He/She discusses the words to the images with the children. Teacher asks: <i>Ko džanela, so i tano akava?</i> – Children reply: <i>O/I televizija, regali, lampa, ...</i> Teacher hands out the worksheet 06 and children fill it out alone. Teacher shows them the completed worksheet and adds the missing words. Children check their results and add the sheets to their Dossier.
Teaching activity 07 Sub-topic 02: Mlo čher/stani – Pantomim
Duration: 20 min Skill:    SF: G, I ELP: p. 42
<ol style="list-style-type: none"> Children stand in a circle. Teacher shows the game: He/She stands in the middle of the circle and mimes one of the activities in the household (ironing, baking, reading, sleeping). He/She asks the children: <i>So čherava me?</i> Children have to guess and name the activity (depending on their competence either in Romani or first in the language of instruction. Teacher translates it to Romanes.). After the four activities, it's the children's turn. Each child mimes one activity in the middle of the circle, the other children name it. After the game, the children return to their seats. Teacher writes down all activities on the blackboard and the children add it to their ELP (p. 42).

Teaching activity 08 Sub-topic 02: <i>Mlo čher/stani – So čerena čhere?</i>
Duration: 20 min Skill:   SF: G, P, I ELP: Dossier
Mat./Res.: Worksheet 07, crayons
Note: This activity can only be done subsequently to activity 7. 01. Teacher hands out the worksheets (worksheet 07). 02. He/She asks the children to read and try to understand the sentences with the child sitting next to them. 03. Together they compare their results. If necessary, the teacher explains the content again. 04. They draw pictures of the activities.
Teaching activity 09 Sub-topic 01: <i>O broja – Pišin o broja?</i>
Duration: 15 min Skill:   SF: G, I ELP: Dossier
Mat./Res.: Worksheet 08
01. Teacher hands out the worksheet and asks the children to write down the numbers, corresponding to the number of pictures they see (e. g. three hearts, six smilies). 02. Then the results are compared and the teacher writes the numerals on the blackboard.
Teaching activity 10 Sub-topic 02: <i>Mlo čher/stani – Dialog Kaj bešeja?</i>
Duration: 30 min Skill:     SF: G, P ELP: Dossier
Mat./Res.: Worksheet 09
01. Teacher reads the dialogue worksheet 09 <i>Sar i tano tlo prezime?</i> 02. He/She reads the dialogue again and asks the children to write down the words they know. 03. Children say the words they know. Teacher writes them on the blackboard. 04. Teacher reads the dialogue again and asks the children to remember one of the words they don't know. 05. Children say these words out loud. Teacher writes them on the blackboard. 06. Teacher translates these words. 07. He/She asks the children to talk about the content with the child sitting next to them. 08. He/She hands out the worksheets and asks the children to read the dialogue quietly in couples. 09. Children read the dialogue to the class.
Teaching activity 11 Sub-topic 02: <i>Mlo čher/stani – Kaj bešeja?</i>
Duration: 20 min Skill:   SF: G, I ELP: Dossier
Mat./Res.: Worksheet 10
Note: This activity can only be done subsequently to activity 10. 01. Teacher hands out the worksheets. 02. Children reconstruct the dialogue of worksheet 10 <i>Kaj bešeja?</i> 03. Subsequently the results are compared with the teacher. The words are written on the blackboard.

Teaching activity 12 Sub-topic 02: Mlo čher/stani – Quiz Kaj bešeja?
Duration: 40 min Skill:    SF: G ELP: Dossier, p. 4
Mat./Res.: Worksheet 11, reward
<p>Note: This activity can only be done subsequently to activity 11.</p> <ol style="list-style-type: none"> Teacher explains the quiz about the latest topic. Children have about 20 min to complete the worksheet. They read their results to the class. Teacher rewards each child with a small present (pen, chocolate, etc.). Now the children can write down the second sentence in their <i>Language Passport</i> on p. 4.
Teaching activity 13 Sub-topic 02: Mlo čher/stani – Mli škola?
Duration: 30 min Skill:   SF: G ELP: Dossier
Mat./Res.: Worksheet 12
<p>Note: This activity can only be done subsequently to activity 11.</p> <ol style="list-style-type: none"> Teacher hands out the worksheet. He/She asks one child to read the task and the group discusses it. Children draw their school. Teacher writes down two sentences regarding the address and the class on the blackboard. Children copy the sentences.
Teaching activity 14 Sub-topic 02: Mlo čher/stani – Stanice
Duration: 100 min Skill: Dep. on worksheets used SF: I ELP: Dossier
Mat./Res.: Worksheet 13, five different other worksheets
<p>Preparation: Choose worksheets and copy for all children (including spare copies if required). Prepare five workstations in the classroom (pushing two desks together at a time). Note: Can also be done after each UNIT to check the children's progress.</p> <ol style="list-style-type: none"> Teacher hands out a sheet to each child on which each workstation is noted. He/She explains workstations 1–5. Each child has to complete at least three workstations – the faster ones may do even more. Once a station is completed, the teacher stamps the child's sheet.
Teaching activity 15 Sub-topic 02: Mlo čher/stani – Koj i tano posig
Duration: 15 min Skill:  SF: G, I
<ol style="list-style-type: none"> Children spread out in the classroom. Teacher names an object located in the classroom (e.g. <i>tabla, astali, stolica, udar, kompjuteri, džami, ...</i>). Children have to touch the object as quickly as possible. The last child to touch the object drops out. The game continues until only one child is left. <p>Note: This game can be played in various rooms using different objects, also outside or at the playground.</p>

Lesson plan 01 Sub-topic 01: O broja
TA-Nr.: 01 Learning objectives: Learning the numbers from 0 to 10.
Duration: 35 min Skill:      SF: G, I ELP: p. 42
Mat./Res.: Print and laminate cards (worksheet 01)
<ol style="list-style-type: none"> Children sit in a circle on the floor. Teacher spreads out the cards with the numerals 0–10 on the floor. Each child gets a card with the numbers from “Zero” to “Ten” (in words). Children try to find the matching numbers to their cards. Incorrectly matched cards are assigned to the correct card together. Subsequently the teacher places the cards with the words from 0–10 in a stack on the floor. The cards with the numerals are distributed again. Now the children read the numerals on their card out loud and put the card next to the correct number. Teacher corrects the cards and says the numbers from 0–10 twice. He/She now pronounces number by number, the group repeats the word after each number. Then each child is asked to read the numbers out loud. Subsequently the children copy the numbers from 0–10 from the cards into their ELP (p. 42).
TA-Nr.: 09 Learning objectives: Learning the numbers from 0 to 10.
Duration: 15 min Skill:   SF: G, I ELP: Dossier
Mat./Res.: Worksheet 08
<ol style="list-style-type: none"> Teacher hands out the worksheet and asks the children to write down the numbers, corresponding to the number of pictures they see (e. g. three hearts, six smilies). Then the results are compared and the teacher writes the numerals on the blackboard.
Lesson plan 02 Sub-topic 02: Mlo čher/stani
TA-Nr.: 10 Learning objectives: Understanding a text step by step.
Duration: 30 min Skill:      SF: G, P ELP: Dossier
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> Teacher reads the dialogue worksheet 09 <i>Sar i tano tlo prezime?</i> He/She reads the dialogue again and asks the children to write down the words they know. Children say the words they know. Teacher writes them on the blackboard. Teacher reads the dialogue again and asks the children to remember one of the words they don't know. Children say these words out loud. Teacher writes them on the blackboard. Teacher translates these words. He/She asks the children to talk about the content with the child sitting next to them. He/She hands out the worksheets and asks the children to read the dialogue quietly in couples. Children read the dialogue to the class.
TA-Nr.: 11 Learning objectives: Practicing orthography.
Duration: 20 min Skill:   SF: G, I ELP: Dossier
Mat./Res.: Worksheet 10
<ol style="list-style-type: none"> Teacher hands out the worksheets. Children reconstruct the dialogue worksheet 10 <i>Kaj bešeja</i>. Subsequently the results are compared with the teacher. The words are written on the blackboard.

0	5	nula	šov
1	6	jek	efta
2	7	duj	ofto
3	8	trin	enja
4	10	štar	deš
5		pandž	

Dialogi ki pauza „Telefoni“

Suada: Suzano, so čereja tu tajsa?

Suzana: Na džanava! Sose pučeja ma?

Suada: Pa mangljum te džav tuvaja tajsa ko kino.

Isi tu li vreme?

Suzana: Isi man vreme tajsa! Ajde, de ma tlo

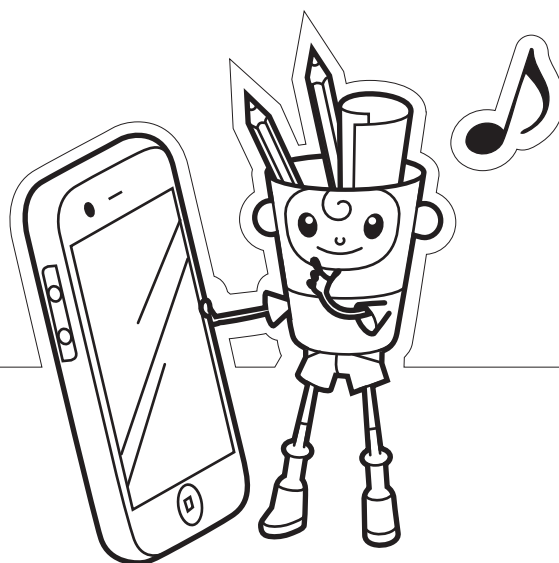
broji te šuna amen.

Suada: Mlo broji i tano 245 136 890.

Sar i tano tlo broji?

Suzana: Mlo broji i tano 693 258 147.

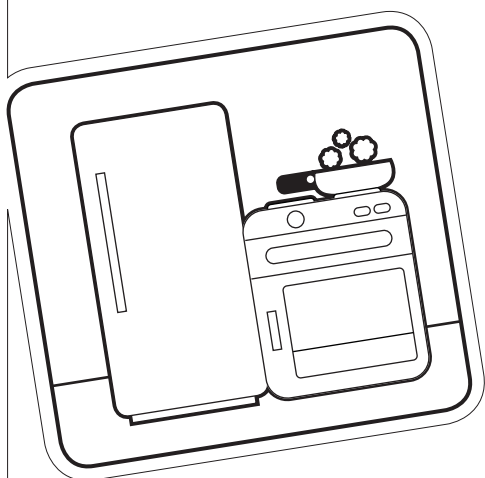
Suada: Ov sasti, ka šuna amen tajsa.



Mlo anav _____

Mlo čher/stani

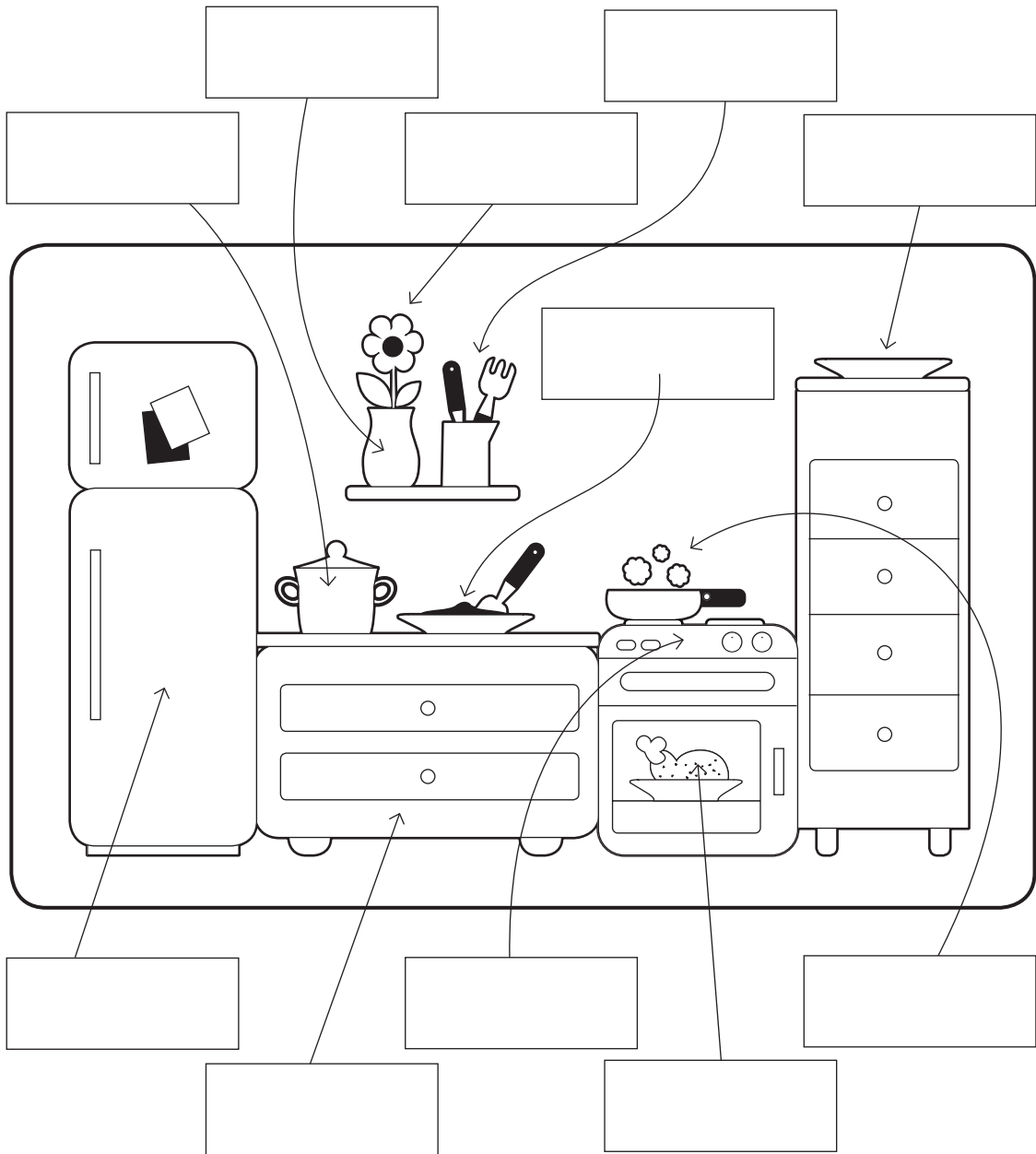
i kujna | o kupatilo | i sojipasiri soba | o hodniko
o čenefi (WC) | i dnevno soba



So
i
akava?



I kujna



o frižideri
i vazna
o mas

o tendžere
i tiganja
o luludža

o tanjiri
o roja
o šporeti

o habe
o kredenco

Mlo anav _____

Čhavengiri soba

So isi tu ki tli soba?

Ki mli soba man isi man ...!

Crtin akala buča!

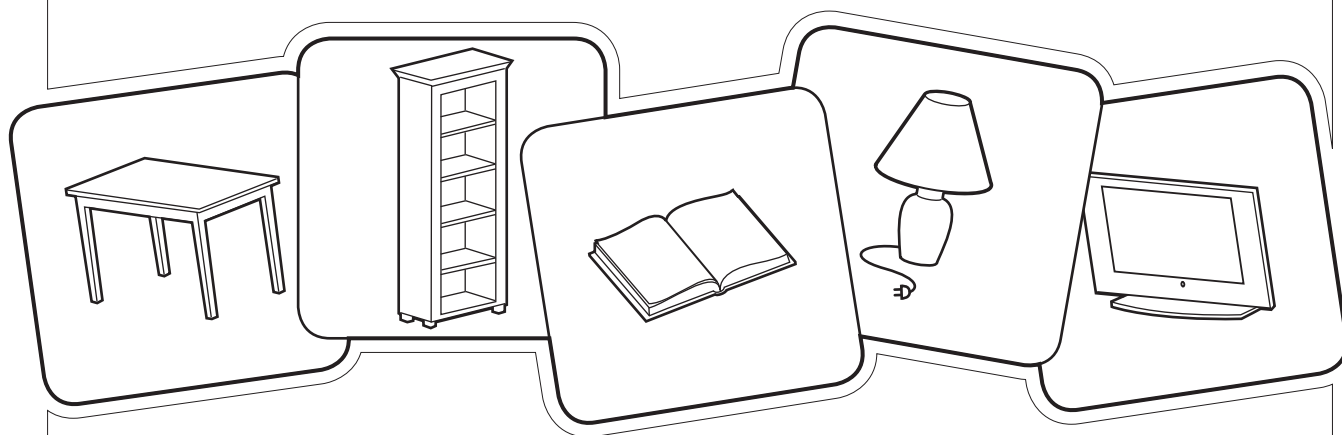
šifonjeri | kreveti | astali | tepiko | igračke

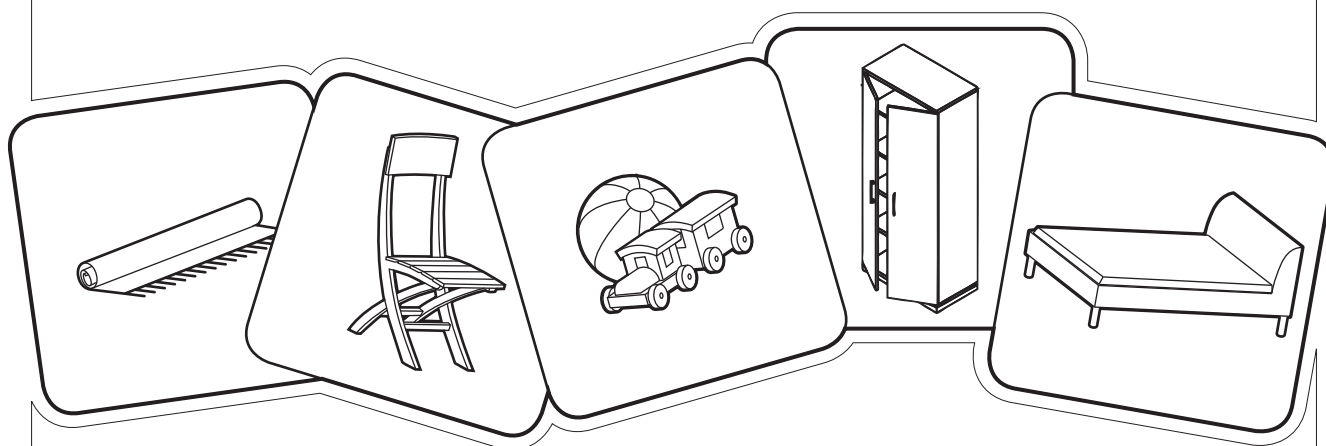
knjige | lampa | televizija | stolica

regali knjigenge

Mlo anav _____

So i tano akava?

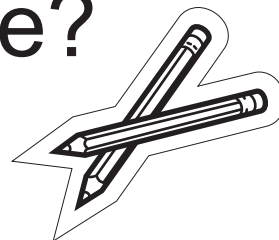




šifonjeri | kreveti | astali | tepiko | igračke
knjige | lampa | televizija | stolica
regali knjigenge

Mlo anav _____

So čerena čhere?



Čitin hem crtin!

„Mlo dad čitini novine!“



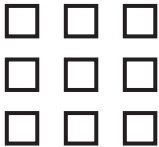



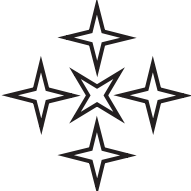

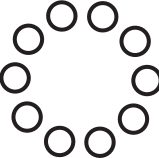

„Mli daj peglini o šeja!“

„Mli baba pekela kolačija!“

„Mlo papo sovela!“

Pišin o broja

jek, duj, trin, štar, pandž, šov, efta, ofto, enja, deš

Mlo anav _____

Kaj bešeja?

Učitelka: Almiro, sar i tano tlo prezime?

Almira: Mlo prezime i tano Mamuti.

Učitelka: Almiro, kotar hijan?

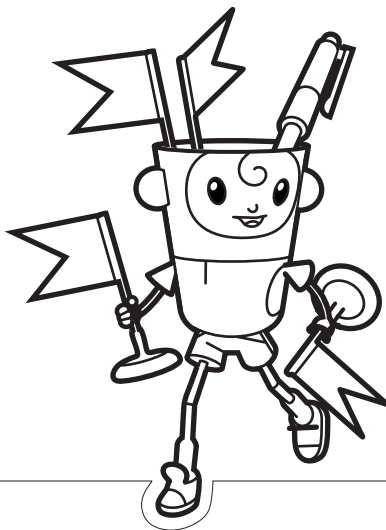
Almira: Me hijum kotar i Makedonija.

Učitelka: Kaj bešeja akana?

Almira: Me bešava ki Viena.

Učitelka: So i tani i Viena? Gav ili diz?

Almira: I Viena tani bari diz ki phuv Austrija.



Mlo anav _____

Kaj bešeja?

Učitelka: Almiro, sar i tano tlo prezime?

Almira: Mlo _____ i tano Mamuti.

Učitelka: Almiro, kotar hijan?

Almira: Me hijum _____ i Makedonija.

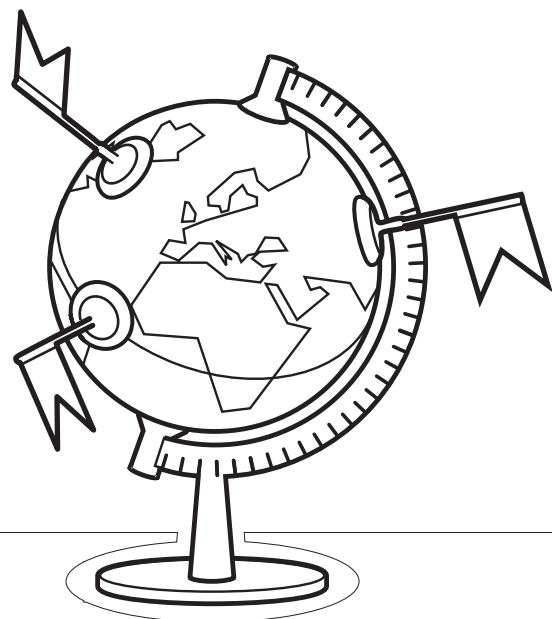
Učitelka: Kaj bešeja akana?

Almira: Me _____ ki Viena.

Učitelka: So i tani i Viena? _____ ili diz?

Almira: I Viena tani bari _____ ki _____ Austrija.

diz
gav
phuv
prezime
bešava
kotar



Mlo anav _____

Kvizi

Sar i tano tlo anav?

Mlo anav i tano _____.

Sar i tano tlo prezime?

Mlo prezime i tano _____.

Kaj bešeja?

Me bešava ki _____.

Kotar hijan?

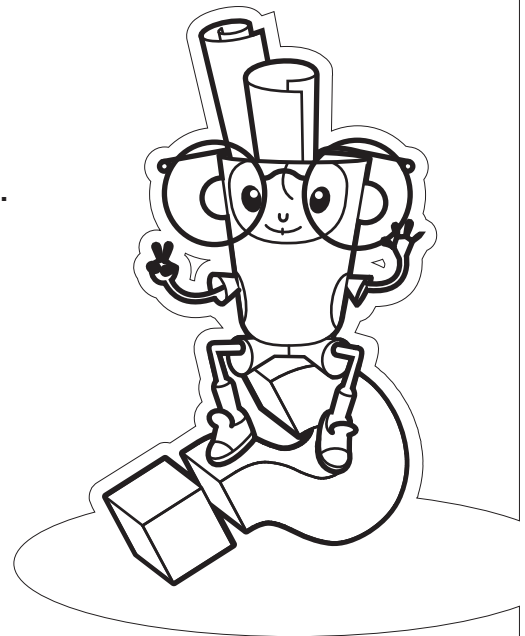
Me hijum kotar i _____.

Sar i tani tli adresa?

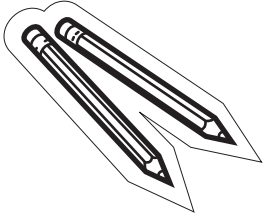
Mli adresa i tani _____.

Sar i tano tlo broji kotar o telefoni?

Mlo broji i tano _____.



Mlo anav _____



Mli škola

Nacrtin tli škola

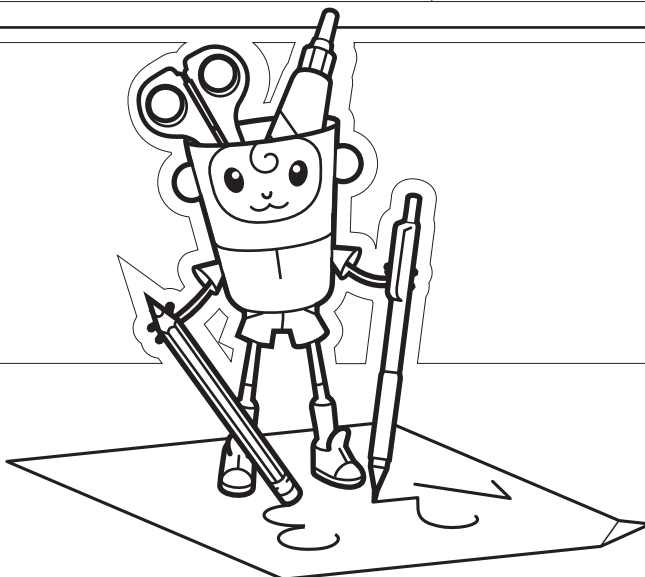
Napišin tle školakiri adresa.

Ko savo odelenije džaja?






Mlo anav _____

Mle stanice

staniakoro broji	pečati
1.	
2.	
3.	
4.	
5.	



Arlije_Primary_A1_AT_eng_unit-03
Main Theme (CFR): MY COMMUNITY
Sub-theme 01: <i>Thana hem zgrade</i> – Places and buildings Sub-theme 02: <i>O saobračajno znakija</i> – Traffic signs
Connected main themes in the CFR: Roma crafts and occupations

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements
	<ul style="list-style-type: none"> ✓ Can recognize and understand the names for people who live and work in the local area when they are spoken or read aloud. ✓ Can listen and point to pictures or a map showing where different people work (e.g. library, chemist, supermarket, police station, swimming pool). ✓ Can understand the words for the roles and activities of individuals in his/her Roma community. ✓ Can understand when older people give brief instructions or orders. ✓ Can understand the key words relating to behavior and the social norms of the community.
	<ul style="list-style-type: none"> ✓ Can recognize and understand the names for important buildings, signs, or locations in the area. ✓ Can recognize and understand the names for buildings/places on a map of the area. ✓ Can recognize and understand the words for the principal activities of the community. ✓ Can recognize and understand the key words for the important aspects of moral behavior of members of the community.
	<ul style="list-style-type: none"> ✓ Can respond to simple questions by giving the names of buildings and places where people live and work in the area. ✓ Can use key words and simple phrases/sentences to answer basic questions about places he/she has visited in the area. ✓ Can participate in classroom discussions by naming his/her favorite place in the area (e.g. football field, park, shop). ✓ Can greet and respond appropriately to simple questions from older community members. ✓ Can use key words and phrases to answer basic questions about his/her daily activities.
	<ul style="list-style-type: none"> ✓ Can use key words and simple phrases/sentences to describe his/her favorite place in the locality/ community. ✓ Can use key words and simple phrases to describe his/her community.
	<ul style="list-style-type: none"> ✓ Can copy or write the names of places in the area. ✓ Can copy from the board short sentences describing the activities associated with different places in the area. ✓ Can copy or write the key words relating to Roma community life and activities. ✓ Can copy or write short sentences describing activities in his/her community.
Working with the ELP	
Language passport: <i>Me bešava ki</i> (e.g. <i>Viena</i>).	
Dossier: Adding new words on p. 42 worksheet 02 to 06 + 08 to 10 +13	

Vocabulary | Sub-theme 01: *Thana hem zgrade*

Aktiv			
<i>i policija</i>	the police	<i>bešela</i>	to sit
<i>i bolnica</i>	the hospital	<i>sastljola</i>	to become healthy
<i>i pošta</i>	the post office	<i>činela</i>	to buy
<i>i gradinka</i>	the kindergarten	<i>platini</i>	to pay
<i>i škola</i>	the school	<i>bičhali</i>	to send
<i>i crkva</i>	the church	<i>baro</i>	large
<i>o mosti, i phurt</i>	the bridge	<i>tikno</i>	small
<i>i len</i>	the stream	<i>i luludži</i>	the flower
<i>o brego</i>	the mountain	<i>o kašt</i>	the tree
<i>i mahala</i>	the residential estate	<i>o kreveti</i>	the bed
<i>i apoteka</i>	the pharmacy	<i>i knjiga</i>	the book
<i>i prodavnica</i>	the shop	<i>o astali</i>	the table
<i>i požarno stanica</i>	the fire station	<i>i ljujlaška</i>	the swing
<i>i stanica</i>	the station	<i>i televizija</i>	the television
<i>o kino</i>	the cinema	<i>o pani</i>	the water
<i>o parko</i>	the park	<i>o kompjuteri</i>	the PC, the computer
<i>i banka</i>	the bank	<i>čhelela pese</i>	to play
<i>džala</i>	to go	<i>sovela</i>	to sleep
<i>pučela</i>	to ask	<i>učini</i>	to learn
<i>Ov sasto! Ov sasti!</i>	Thank you! (lit. I thank!)	<i>plivini</i>	to swim
<i>Oven saste!</i>	Thank you! (lit. I thank!)	<i>čhelela fudbali, čhelava fudbali</i>	to play football
<i>Sastipaja!</i>	good-bye (lit. Be healthy and happy!)	<i>bašali, bašalava</i>	to make music
		<i>džilabi, džilabava</i>	to sing
<i>Džanena li kaj tani ...?</i>	Wissen Sie wo die ... ist?	<i>mlo najšušo than</i>	my favorite place
<i>pijela, pijaja</i>	to drink	<i>i mahala</i>	the residential estate
<i>hala</i>	to eat	<i>meljarela</i>	to pollute
<i>pišini</i>	to write	<i>i kundra</i>	the shoe
<i>siklola, učini</i>	to learn	<i>o sabale</i>	the morning
<i>dikhela</i>	to see, to watch	<i>o mačho</i>	the fish
Passiv			
<i>džanela</i>		to know	

Vocabulary | Sub-theme 02: O saobraćajno znakija

Aktiv			
<i>o saobraćajno znakija</i>	the traffic signs	<i>o semafori</i>	the traffic light
<i>nakhela</i>	to cross	<i>me</i>	I
<i>na nakhela, na nakhava</i>	to not cross	<i>o pešačko prelazi</i>	the zebra crossing
<i>adžičeri</i>	to wait	<i>mora</i>	must
<i>lolo</i>	red	<i>ačhola</i>	to stop
<i>pomarandžasto</i>	orange	<i>sose?, ose?</i>	Why?
<i>zeleno</i>	green		
Passiv			
<i>hem</i>	and	<i>asala</i>	to laugh

Grammar

Aktiv	Passiv
Articles: <i>o/i</i> Verbs in Present tense: 3rd person SG; 3rd person PL 1st person SG; 1st person PL Pronoun: <i>ov</i> (he) Simple interrogative sentence word order: <i>Kaj džas? Kaj bešes?</i>	Questions in Future tense Questions (Plural) Adjectives (red, green, etc.)

Teaching activity 01 | Sub-topic 01: Thana hem zgrade – Card game







Duration: 50 min | Skill:     | SF*: I | ELP: p. 42

Mat./Res.: Cards from worksheet 01

Preparation: Print and laminate cards from worksheet 01.

01. Children sit in a circle on the floor.
02. Teacher spreads out the cards with the English words on the floor.
03. He/She hands out the cards with the words in Romanes.
04. Children try to assign the card with the Romanes word to the card with the English equivalent.
05. Once all cards are assigned, they check the results together - and correct them if necessary.
06. Subsequently the teacher reads all words in both languages, e.g. school – *škola*, post office – *pošta*, etc.
07. Teacher puts the English cards aside and reads the words in Romanes. Children repeat these words.
08. Children return to their seats and the teacher writes the new vocabulary on the blackboard.
09. He/She asks the children to read the words on the blackboard.
10. Finally the children copy the new vocabulary to their ELP (p. 42).

*SOCIALFORM (SF): group work – G | partner work – P | individual work – I

Teaching activity 02 Sub-topic 01: <i>Thana hem zgrade</i> – Memory
Duration: 30 min Skill:  SF: I, G
Mat./Res.: Cards from worksheet 01
<p>Note: This activity can only be done subsequently to activity 1.</p> <p>Preparation: Print cards (worksheet 01) on cardboard and cut them out (print five times for five groups).</p> <ol style="list-style-type: none"> 01. Children form groups of four. Each group sits at one desk. 02. Teacher hands out the memory cards to each group. 03. Children try to find the English and corresponding Romanes word to form pairs of cards. 04. The child who found the most pairs is the winner. He/She gets a small reward (pen, homework-voucher, chocolate, etc.).
Teaching activity 03 Sub-topic 01: <i>Thana hem zgrade</i> – Story with cards
Duration: 35 min Skill:   SF: I
Mat./Res.: Print and laminate cards from worksheet 01; worksheet 02
<ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher reads the story <i>Melale kundre</i> to the children. 03. Each child gets one (two, ...) card(s) with a word in Romanes. 04. Teacher reads the story again and tells the children to shout “Stop!” when they hear the/a word of their card(s). The respective card is placed in the middle of the circle. 05. Teacher asks the children what the word(s) on their card(s) mean.
Teaching activity 04 Sub-topic 01: <i>Thana hem zgrade</i> – <i>Melale kundre</i>
Duration: 40 min Skill:  SF: I, P ELP: Dossier
Mat./Res.: Worksheet 02
<p>Note: This activity can only be done subsequently to activity 03.</p> <ol style="list-style-type: none"> 01. Children read the story alone. 02. They read the story together (one child – one paragraph). 03. Children highlights the words they know and discuss them with the child sitting next to them. 04. Each couple writes down one word they don't know. 05. They tell their words to the teacher and he/she writes them on the blackboard. 06. He/She translates the words and asks the children to discuss the content of the story with the child sitting next to them. 07. They discuss the content together.
Teaching activity 05 Sub-topic 01: <i>Thana hem zgrade</i> – <i>Melale kundre</i>
Duration: 15 min Skill:   SF: G ELP: Dossier
Mat./Res.: Worksheet 03
<p>Note: This activity can only be done subsequently to activity 04.</p> <ol style="list-style-type: none"> 01. Children form groups of three. 02. Teacher hands out worksheet <i>Melale kundre</i> and children try to complete it. 03. The group that finishes first and has made no mistakes gets a small reward. 04. They compare the results and the teacher writes the vocabulary on the blackboard.

Teaching activity 06 Sub-topic 01: <i>Thana hem zgrade – Dali setineja tu?</i>
Duration: 25 min Skill: SF: I ELP: Dossier
Mat./Res.: Worksheet 05
<p>Note: This activity can only be done subsequently to activity 05.</p> <ol style="list-style-type: none"> 01. Teacher hands out the worksheet and discusses the questions with the children. 02. Children subsequently complete the worksheet in couples. 03. Teacher writes the sentences on the blackboard and children compare them with their own results.
Teaching activity 07 Sub-topic 01: <i>Thana hem zgrade – Kaj čerena on buti?</i>
Duration: 15 min Skill: SF: G, I ELP: Dossier
Mat./Res.: Worksheet 04, crayons
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet and asks one child to read the task. 02. He/She asks what the task is and, if necessary (if the children don't know), explains it. 03. Children draw the lines. They can also paint the worksheet as they prefer.
Teaching activity 08 Sub-topic 01: <i>Thana hem zgrade – Nacrtin tlo najšušo than</i>
Duration: 40 min Skill: SF: I ELP: Dossier
Mat./Res.: Worksheet 06, crayons
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet and asks one child to read the task. 02. He/She asks what the task is and, if necessary (if the children don't know), explains it. 03. Children draw their favorite place and try to complete the sentences. 04. Subsequently the children sit in a circle and each child presents his/her picture and reads his/her sentences.
Teaching activity 09 Sub-topic 02: <i>O saobračajno znakija – Sar phirava ki ulica?</i>
Duration: 15 min Skill: SF: I
Mat./Res.: Worksheet 07
<p>Preparation: Arrange desks in a pattern resembling a simple road map (see worksheet 05). Place the traffic signs on the desks (crossings). Print and laminate worksheet 07.</p> <ol style="list-style-type: none"> 01. Teacher explains the game by crossing the “roads” and observing the traffic rules: <ul style="list-style-type: none"> <i>Akate mora te džav desno.</i> <i>Akate mora te džav pravo.</i> <i>Akate mora te ačhovav.</i> <i>Akate isi pešačko prelazi.</i> <i>Akate isi semafori.</i> ... 02. Then it is the children's turn: <ul style="list-style-type: none"> They walk along the “roads”, stop at every traffic sign and say what they have to do.

Teaching activity 10 Sub-theme 02: <i>O saobraćajno znakija – O semafori</i>
Duration: 40 min Skill: SF: G, P ELP: Dossier
Mat./Res.: Worksheet 08
<ol style="list-style-type: none"> 01. Teacher recites or reads the poem <i>O semafori</i> and mimes the content. 02. Children discuss the content. 03. Teacher hands out the worksheet. Children read the poem quietly alone. 04. They have 10 min to learn the poem by heart in couples. Children can also mime the content. 05. Finally each couple recites the poem.
Teaching activity 11 Sub-topic 02: <i>O saobraćajno znakija – O semafori</i>
Duration: 35 min Skill: SF: I ELP: p. 42
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet <i>O semafori</i> and the children try to complete it. 02. They check their results together and the teacher writes the vocabulary on the blackboard. 03. New vocabulary is added to the ELP.
Teaching activity 12 Sub-theme 02: <i>O saobraćajno znakija – Excursion Traffic signs</i>
Duration: 50 min Skill: SF: G
<p>The children now know many of the traffic signs and recognize them in everyday life. They get the chance to visualize what they have learned and to ask questions.</p> <p>Note: Take a walk round the school building and its surroundings or choose another destination. Ideally, the teacher first checks the route.</p>
Teaching activity 13 Sub-topic 01: <i>Thana hem zgrade – So čeraja amen?</i>
Duration: 50 min Skill: SF: I ELP: Dossier
Mat./Res.: Worksheet 10
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet <i>So čeraja amen?</i> 02. Teacher and children fill it out together: One child after the other reads a question and tries to find the correct answer (teacher can help them). Teacher writes the correct answers on the blackboard and children copy them. 03. After completing the worksheet, children read the sentences with a partner (one child reads the questions, the other child reads the answers, then they swap).

Teaching activity 14 | Sub-topic 01: *Thana hem zgrade – Plakat O thana*

Duration: 50 min | Skill:   | SF: I, G | ELP: p. 42

Mat./Res.: Worksheet 11, cards from worksheet 12, poster, tape, scissors

Preparation: Cut out worksheet 11 and tape it on a poster. Put the poster on a wall or the blackboard.










01. The words on the poster are read and discussed together.
02. Teacher hands out worksheet 12. They discuss the verbs on the worksheet (supported by gestures if necessary).
03. Teacher asks the children to cut out the individual words on worksheet 12 and to write their first name next to each word.
04. Subsequently the children try to match the verbs to the terms on the poster and tape them below the right words.
05. Teacher checks the answers (the children who have made a mistake may try again with the help of the other children).
06. The new verbs are added to the ELP (p. 42).

Teaching activity 15 | Sub-topic 01: *Thana hem zgrade – O drumo*

Duration: 30 min | Skill:     | SF: G, I, P

Mat./Res.: Worksheet 13

01. Teacher reads the dialogue *O drumo* to the class.
02. He/She reads the dialogue again and asks the children to write down words they know.
03. Children say the words they know. Teacher writes them on the blackboard.
04. He/She reads the dialogue again and asks the children to remember/write down one of the words they don't know.
05. Children say these words and teacher writes them on the blackboard.
06. Teacher translates the words.
07. He/She asks the children to talk about the content with the child sitting next to them.
08. He/She hands out the worksheet and discusses the content with the children.
09. Teacher asks the children to read the dialogue quietly with a partner.
10. Children read the dialogue to the class with their partner.

Lesson plan 01 Sub-topic 01: <i>Thana hem zgrade – Places and buildings</i>
TA-Nr.: 02 Learning objectives: Getting to know places.
Duration: 35 min Skill:  SF: G, I ELP: p. 42
Mat./Res.: Cards of worksheet 01
<p>Preparation: Print cards (worksheet 01) on cardboard and cut them out (print five times for five groups).</p> <ol style="list-style-type: none"> 01. Children form groups of four. Each group sits at one desk. 02. Teacher hands out the memory cards to each group. 03. Children try to find the English and corresponding Romanes word to form pairs of cards. 04. The child who found the most pairs is the winner. He/She gets a small reward (pen, homework-voucher, chocolate, etc.). 05. Put the desks back into their original position. Children return to their seats.
TA-Nr.: 07 Learning objectives: Orientation on a map.
Duration: 15 min Skill:   SF: I ELP: Dossier
Mat./Res.: Worksheet 04, crayons
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet and asks one child to read the task. 02. He/She asks what the task is and, if necessary (if the children don't know), explains it. 03. Children draw the lines. They can also paint the worksheet as they prefer.
Lesson plan 02 Sub-topic 01: <i>Thana hem zgrade – So čeraja amen?</i>
TA-Nr.: 13 Learning objectives: Getting to know verbs and using them correctly; practicing pronunciation
Duration: 50 min Skill:       SF: I, P ELP: Dossier
Mat./Res.: Worksheet 10
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet <i>So čeraja amen?</i> 02. Teacher and children fill it out together: One child after the other reads a question and tries to find the correct answer (teacher can help them). Teacher writes the correct answers on the blackboard and children copy them. 03. After completing the worksheet, children read the sentences with a partner (one child reads the questions, the other child reads the answers, then they swap).

the post
office



i
pošta



the
church



the
cinema



o
kino



i
crkva



the
hospital



i
bolnica



the
pharmacy



the
shop



i
prodavnica



i
apoteka



the
school



i
škola



the
bridge



the
kindergarten



i
gradinka



o mosti
i phurt



the
park



o
parko



the
settlement



the
police



i
policija



i
mahala



the
river



i
len



the traffic
light



the
mountain



o
brego



o
semafori



the
station



i
stanica



zebra
crossing



the fire
brigade



i požarno
stanica



o pešačko
prelazi



Mlo anav _____

Melale kundre

O Janko tano jek tikno romano čhavo.
Ov bešela ko krajo e gavesoro, ki mahala.
Ki mahala nane but čhera, samo pandž.
Sabale, keda o Janko džala ki škola,
nakhela skoro celo gav.
Nadur olendar isi i pošta.
Oduri uzal i pošta tani i gradinka.
O Janko džalahine odothe keda hine potikno.
Sar o Janko džala naupre ko brego,
ov dikhela jek prodavnica hem i apoteka.
Sar džala natele, dikhela dural i crkva.
Ama, dži ki crkva na džala, sose lesiri škola tani popaše.
Uzal i škola isi jek phurt ama o Janko na
nakhela kotar i phurt.
Svako sabale ov džala te dikhel e mačhen ki len.
Svako sabale ov oduri meljarela ple kundre keda nakhela
i len ki javer strana, te džal ki skola.



Mlo anav _____

Melale kundre

O Janko tano jek tikno romano čhavo.

Ov bešela ko _____ e gavesoro, ki mahala.

Ki _____ nane but čhera, samo pandž.

Sabale, keda o Janko džala ki _____,

nakhela skoro celo gav.

Nadur olendar isi i _____.

Oduri uzal i pošta tani i _____.

O Janko džalahine odothe keda hine potikno.

Sar o Janko džala naupre ko brego,

ov dikhela jek _____ hem i _____.

Sar džala natele, dikhela dural i crkva.

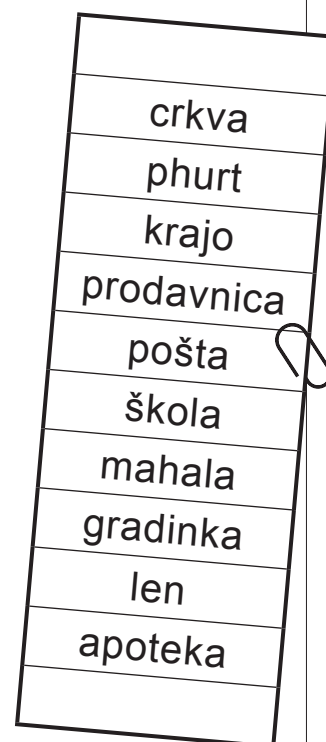
Ama, dži ki _____ na džala, sose lesiri škola tani popaše.

Uzal i škola isi jek phurt ama o Janko na nakhela kotar i _____.

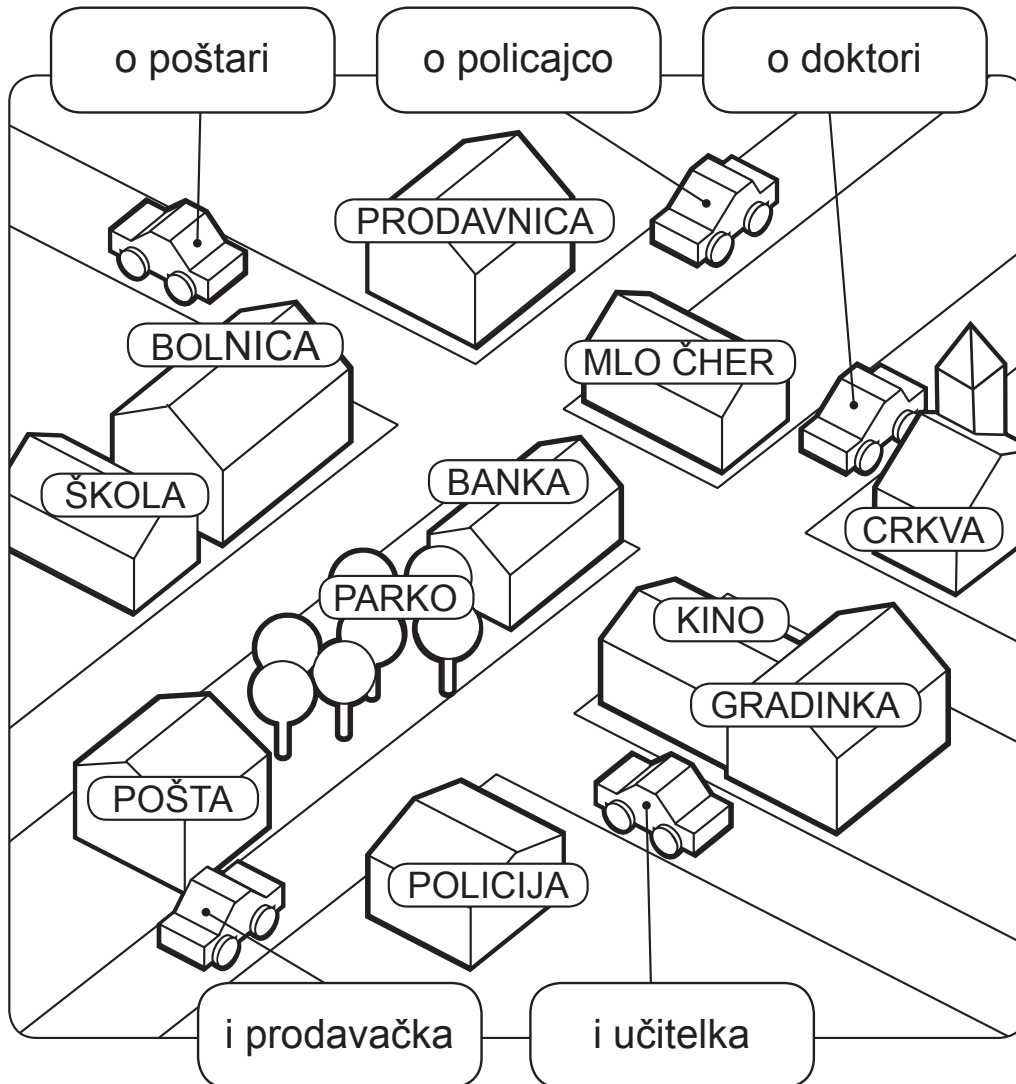
Svako sabale ov džala te dikhel e mačhen ki _____.

Svako sabale ov oduri meljarela ple kundre keda nakhela

i len ki javer strana, te džal ki skola.



Kaj čerena on buti?



Crtin olengoro drumo ki buti!



Mlo anav _____

Dali setineja tu?

Kaj bešela o Janko?

O Janko _____ ki _____.

Kaj džala o Janko svako sabale?

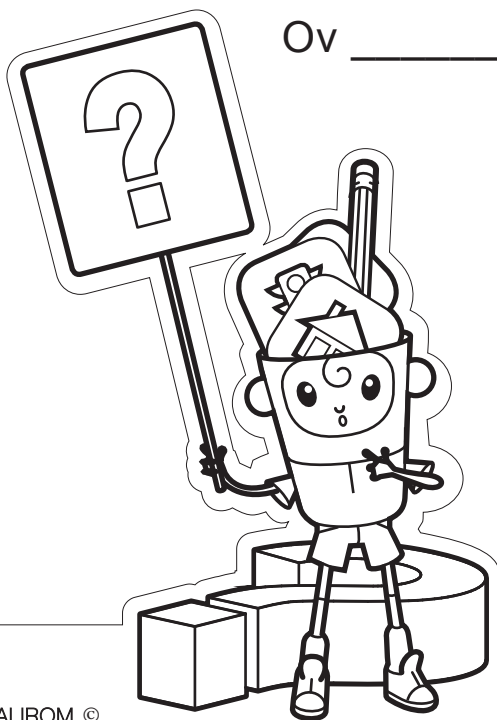
Ov _____ ki _____.

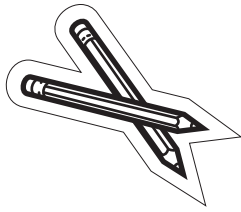
Kaj meljari o Janko ple kundre?

Ov _____ o kundre ki _____.

Sose o Janko džala svako sabale ki len?

Ov _____ te dikhel e _____.





Mlo anav _____

Mlo najšužo than i tano _____

Mlo najšužo than i tano _____.

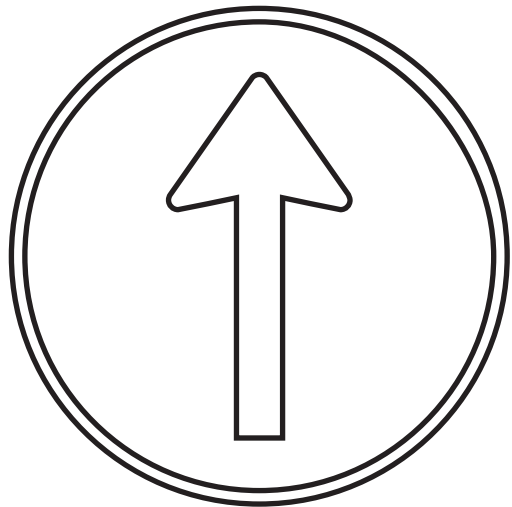
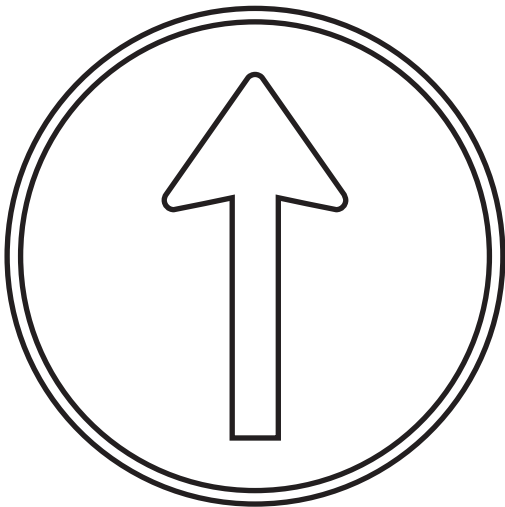
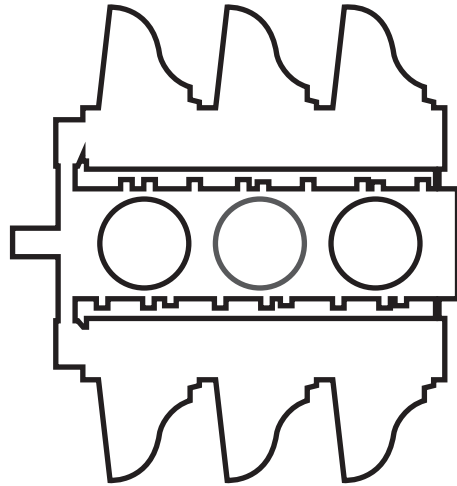
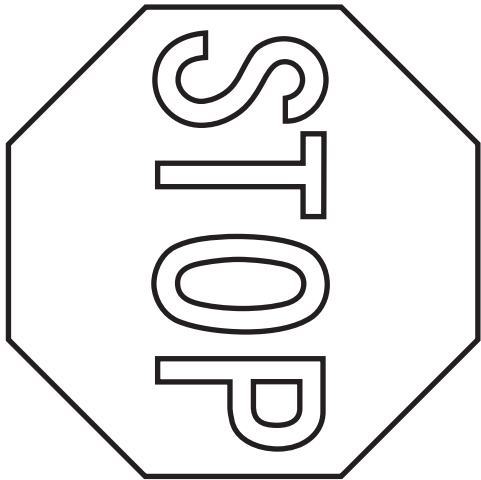
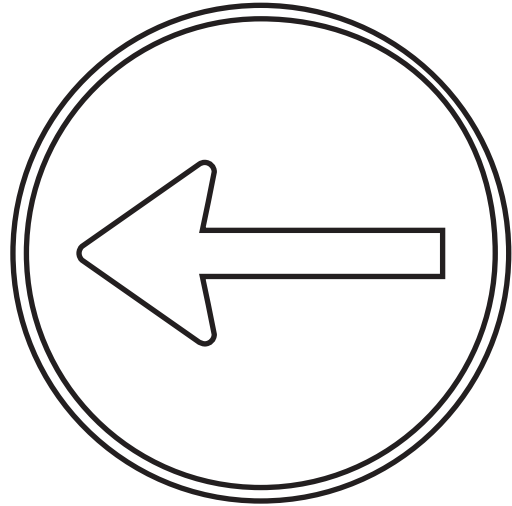
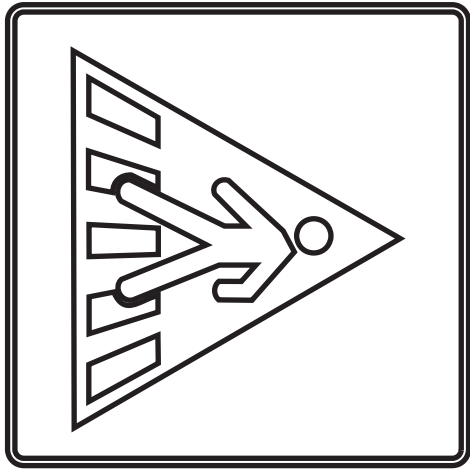
(baro, tikno)

Ko mlo najšužo than isi _____.

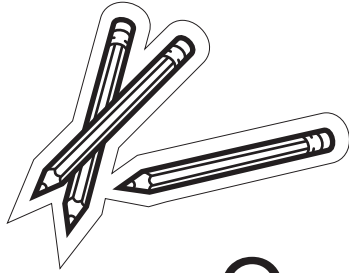
(kašta, luludža, kreveti, knjige, astali, radio, ljuļaške, televizija, pani, kompjuteri)

Ko mlo najšužo than me _____.

(čhelava mange, sovava, čitinava, ućinava, plivinava, čhelava futbali, bašalava, džilabava)



Mlo anav _____

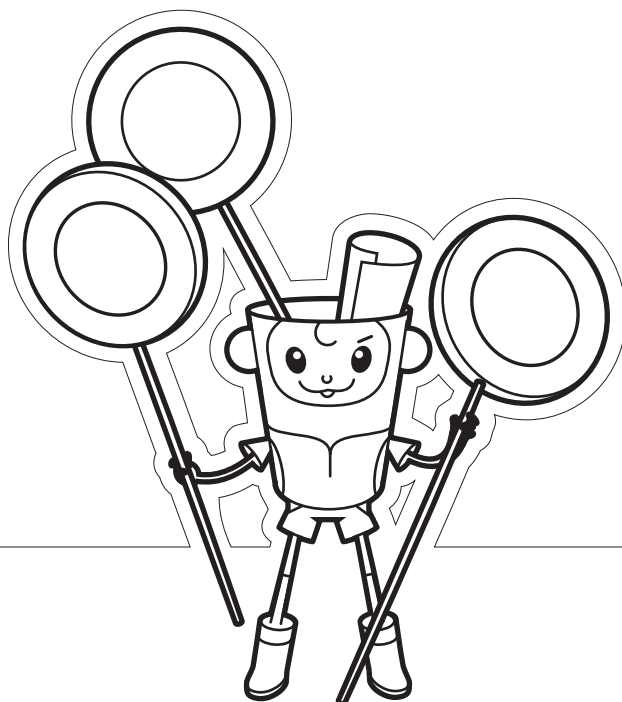


O semafori

Ko lolo me na nakhava.

Ko pomarandžasto adžičerava.

Ko zeleno me nakhava, hem me mange but asava.



Mlo anav _____

O semafori



O semafori tano lolo.

So ka čere?

Me _____!



O semafori tano pomarandžasto.

So ka čere?

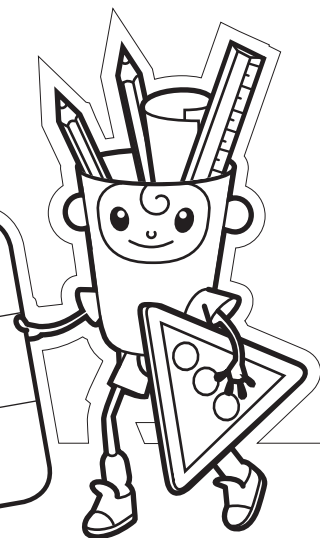
Me _____!



O semafori tano zeleno.

So ka čere?

Me _____!



Mlo anav _____

So čeraja amen?

So čeraja ki škola?

Ki škola _____.

So čeraja ko kino ?

Ko kino _____ filmi.

So čeraja ko doktori?

Ko doktori _____ te hijam nasvale.

So čeraja ki bolnica?

Ki bolnica _____.

So čeraja ki dučana?

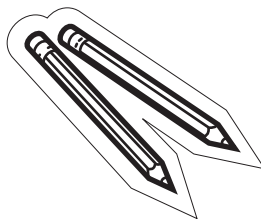
Ki dučana _____.

So čeraja ki pošta?

Ki pošta _____ o lila.

So čeraja ko restorani?

Ko restorani _____ maro.



kino

dučana

škola

pošta

bolnica

restorani

čitinaja

dikhaja

pišinaja

sastljovaja

učinaja

činaja

platinaja

hasa

bičhalaja

pijaja

Mlo anav _____

O drumo

Čhavo: Šužo dive! Šaj li diso te pučav tumen?

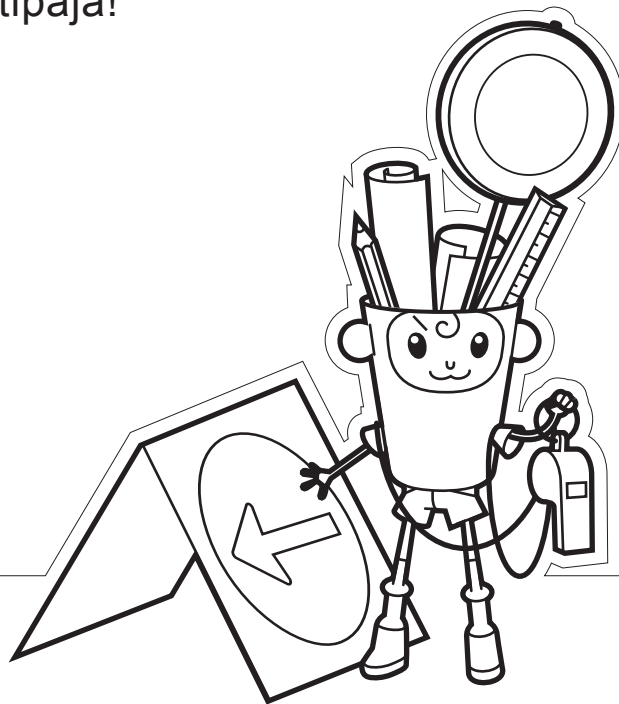
Papo: Šaj te puče, sar te na?

Čhavo: Džanena li kaj tani i apoteka?






Papo: Džanava! Mora te dža duj ulice pravo
hem posle levo uzi banka.

Čhavo: Oven saste! Ajde sastipaja.

Papo: Sastipaja!















Arlije_Primary_A1_AT_eng_unit-04
Main theme (CFR): ROMA CRAFTS AND OCCUPATIONS
Sub-theme 01: <i>O zanatija</i> – Occupations
Connected main themes in the CFR: Myself and my family









Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can recognise and understand basic words for traditional and current crafts and occupations of Roma people when they are spoken or read aloud. ✓ Can recognise and understand words associated with the products of different crafts (e.g. horse shoes, jewellery, musical performance, etc.)
	<ul style="list-style-type: none"> ✓ Can recognise and understand the words for the different crafts and occupations of Roma people (past and present) when they appear on flashcards, posters or in simple texts. ✓ Can recognise and understand the words associated with the products of different crafts (e.g. horse shoes, jewellery, musical performance etc.) when they appear on flashcards, posters or in simple texts.
	<ul style="list-style-type: none"> ✓ Can use gestures, key words and simple phrases/sentences to reply to basic questions about the traditional and modern day occupations of Roma people.
	<ul style="list-style-type: none"> ✓ Can use simple phrases and sentences to make a short, possibly incomplete, statement about the crafts or occupations of members of the family or group. ✓ Can use simple phrases and sentences to make a short statement about the typical crafts or occupations of Roma in his/her country or area.
	<ul style="list-style-type: none"> ✓ Can copy or write basic words to do with the crafts and occupations o Roma. ✓ Can copy or write basic sentences about Roma crafts or occupations.
Working with the ELP	
Dossier: Worksheet 01–05, 07, 09, 10, 12; p. 42, Activities 03, 04, 06	





Vocabulary Sub-topic 01: O zanatija			
Active			
<i>o zanatija</i>	the occupations	<i>i gradinka</i>	the kindergarten
<i>o moleri</i>	the painter	<i>o šoferi</i>	the driver
<i>o doktori</i>	the doctor	<i>o autobusi</i>	the bus
<i>o instalateri</i>	the plumber	<i>o muzičari</i>	the musician
<i>i sekretarka</i>	the secretary	<i>i čhuri</i>	the knife
<i>o požarniko</i>	the fireman	<i>o tepiko</i>	the carpet
<i>i prodavčka</i>	the shop assistant	<i>o čare</i>	the crockery
<i>i slikarka</i>	the photographer	<i>i tendžera</i>	the pot
<i>o dirigenti</i>	the conductor	<i>o kovačija</i>	the blacksmith
<i>So i tano ov/oj?</i>	Who is he/she?	<i>i motika</i>	the rake
<i>So čerela ov/oj</i>	What does he/she do?	<i>i korpa</i>	the basket
<i>Ov i tano/Oj i tani ...</i>	He/She is ...	<i>o kundradžija</i>	the shoemaker(s)
<i>ačhavi i jag</i>	to put out a fire	<i>i kundra</i>	the shoes
<i>namestini</i>	to fix/repair	<i>angleder</i>	in the past
<i>pišini</i>	to write	<i>akana</i>	in the present
<i>telefonirini</i>	to telephone	<i>o učiteli</i>	the teacher
<i>slikini</i>	to photograph	<i>o frizeri</i>	the hairdresser
<i>sastarela, lečini</i>	to heal	<i>So čerela ov/oj?</i>	What does he/she do?
<i>biknela</i>	to sell	<i>čerela o habe</i>	to cook
<i>makhela</i>	to paint	<i>anela o lil</i>	to deliver a letter
<i>dirigini</i>	to conduct	<i>namestini o kundre</i>	to repair shoes
<i>o čher</i>	the house	<i>bašali ko bijav</i>	to play at a wedding (music)
<i>ki prodavnica</i>	in the shop	<i>biknela ki prodavnica</i>	to sell things in a shop
<i>o orkestari</i>	the orchestra	<i>ačhavi i jag</i>	to put out a fire
<i>ki kancelarija</i>	at the office	<i>sastarela e manušen</i>	to heal people
<i>e pajesiri cevka</i>	the water pipes	<i>vozini o autubusi</i>	to drive a bus
<i>o restorani</i>	the restaurant	<i>mlo zanati</i>	my occupation
<i>i doktorka</i>	the doctor	<i>So mangeja tu te ove?</i>	What would you like to become?
<i>o kuvari</i>	the chef	<i>Me mangava te ovav ...</i>	I would like to become a ...
<i>o zanati</i>	the occupation(s)		

Grammar	
Active	Passive
Verbs in Present tense: 3rd person SG Simple interrogative clauses Locations with preposition <i>in</i> Articles <i>o/i</i>	Perfect tense

Teaching activity 01 Sub-topic 01: O zanatija 1
Duration: 30 min Skill:    SF*: I ELP: Dossier
Mat./Res.: Worksheet 01, crayons
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet and asks one child to read the task. 02. Together they discuss the task and the vocabulary. 03. Children draw pictures of the occupations of their family members. 04. Each child reads his/her answers to the class and tries to complete the sentences.
Teaching activity 02 Sub-topic 01: O zanatija 2
Duration: 15 min Skill:   SF: I, G ELP: Dossier
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet and asks the children what the task is. 02. Then they discuss what occupations the people on the worksheet have. 03. Children try to fill in the words correctly. 04. Subsequently they compare their results and the teacher writes the vocabulary on the blackboard.
Teaching activity 03 Sub-topic 01: O zanatija 3
Duration: 50 min Skill:     SF: I, P
Mat./Res.: Worksheet 03
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet. 02. He/She asks one child to read the first example and to complete it. He/She helps with the first example and if necessary also with the second. 03. Children then continue working in couples. 04. Subsequently they compare their answers. Each couple reads one example. 05. Teacher writes the words that were used on the blackboard and children copy them to their ELP (p. 42).
Teaching activity 04 Sub-topic 01: O zanatija – Listening comprehension Mli bučarni familija
Duration: 30 min Skill:    SF: I, P ELP: Dossier p. 42
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Mli bučarni familija</i> twice. 02. They discuss the content with the child sitting next to them. 03. They hear the listening comprehension again and remember one word they don't know. 04. Teacher translates these words. 05. The audio is played again and the teacher asks the children to memorize the occupations mentioned. 06. Subsequently the occupations are written on the blackboard and the children copy them into their ELP (p. 42).

*SOCIALFORM (SF): Group work - G | Partner work - P | Individual work - I

Teaching activity 05 Sub-topic 01: O zanatija – Reading <i>Mli bučarni familija</i>
Duration: 20 min Skill:   SF: I, P ELP: Dossier
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> 01. Teacher hands out the text <i>Mli bučarni familija</i> and asks the children to read the text quietly. 02. They discuss the content with the child sitting next to them. 03. They read the text aloud (each paragraph is read by another child) and discuss its content.
Teaching activity 06 Sub-topic 01: O zanatija – Gap text <i>Mli bučarni familija</i>
Duration: 20 min Skill:   SF: G ELP: Dossier p. 42
Mat./Res.: Worksheet 05
<ol style="list-style-type: none"> 01. Children form groups of three. 02. Teacher hands out the gap text <i>Mli bučarni familija</i>. Children try to complete the gap text in groups. 03. The group that finishes first and has made no mistake gets a small reward. 04. Subsequently the class compares the results and the teacher writes the vocabulary on the blackboard. 05. New vocabulary is added to the ELP (p. 42).
Teaching activity 07 Sub-topic 01: O zanatija – Listening comprehension <i>Uzal phabajakoro kaš</i>
Duration: 15 min Skill:  SF: I, P ELP: p. 42
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>Uzal phabajakoro kaš</i> twice. 02. They discuss the content with the child sitting next to them. 03. They hear the listening comprehension again and remember one word they don't know. 04. Teacher translates these words and writes them on the blackboard. 05. They hear the listening comprehension again and discuss the content. New vocabulary is added to the ELP (p. 42).
Teaching activity 08 Sub-topic 01: O zanatija – Fairy tale <i>Uzal phabajakoro kaš</i>
Duration: 40 min Skill:    SF: I ELP: Dossier
Mat./Res.: Worksheet 07
<ol style="list-style-type: none"> 01. Teacher hands out the fairy tale <i>Uzal phabajakoro kaš</i>. Children read it quietly once. 02. Together they try to answer the questions about the content (verbally first). 03. Differentiation: More advanced children copy the answers to the worksheet and compare them to the solutions on the blackboard. Less confident or younger children formulate the answers together with the teacher. He/ She writes the answers on the blackboard, the children copy them to their worksheets.

Teaching activity 09 Sub-topic 01: O zanatija – Puzzle Uzal phabajakoro kaš
Duration: 20 min Skill:  SF: G
Mat./Res.: Worksheet 08, copies, envelopes
<p>Preparation: Copy and cut out worksheet 08 for all groups. Put the parts of each copy into one envelope.</p> <ol style="list-style-type: none"> Children form five groups (more if required, ideally 3-4 children per group). Each group gets one envelope with cut out pieces of the fairy tale <i>Uzal phabajakoro kaš</i>. They have about 10 min to put the puzzle into the correct order. Finally the teacher reads the story and the children compare their results.
Teaching activity 10 Sub-topic 01: O zanatija – Puzzle So čerena on
Duration: 30 min Skill:  SF: I
Mat./Res.: Worksheet 11, pictures
<p>Preparation: Cut out and laminate pictures of worksheet 11.</p> <ol style="list-style-type: none"> Children sit in a circle. Teacher shows the children a card with an occupation and asks: <i>So čerela ov/oj?</i> One child tries to answer, perhaps only with a single word (<i>vozini, slikini, ...</i>). Teacher completes the sentence: <i>Ov vozini, slikini, ...</i> and the children repeat in unison. He/She continues to ask: <i>So i tano ov?</i> Another child answers (<i>šoferi, slikari, ...</i>). Teacher completes the sentence: <i>Ov i tano šoferi, slikari, ...</i> and the children repeat in unison again. Same procedure with all other cards. Teacher asks for the verb first, then for the occupation and then the children repeat the respective sentence in unison.
Teaching activity 11 Sub-topic 01: O zanatija – Pantomime
Duration: 15 min Skill:  SF: I
<ol style="list-style-type: none"> Children stand in a circle. Teacher shows the game by standing in the middle of the circle, miming an occupation. He/She asks the children: <i>So hijum me?</i> Children have to guess the occupation. Teacher helps them to form a complete sentence <i>Me hijum doktorka.</i> and all children repeat in unison. Then one child stands in the middle and mimes an occupation. He/She asks: <i>So hijum me?</i> Children have to guess the occupation. Teacher helps the children with spelling and grammar. All children repeat what is said in unison. When every child has been in the middle at least once, the game is over.
Teaching activity 12 Sub-topic 01: O zanatija – Angleder hem akana
Duration: 20 min Skill:  SF: I ELP: Dossier
Mat./Res.: Worksheet 09, crayons
<ol style="list-style-type: none"> Teacher hands out the worksheet <i>Angleder hem akana – Then and Now</i> He/She asks one child to read heading and task. Together they discuss the task. Teacher shows one example of an occupation in former times and one example of the present. Children paint it. Subsequently the children continue working alone.

Teaching activity 13 | Sub-topic 01: O zanatija – Ko čerela so? 1Duration: 20 min | Skill:  | SF: I | ELP: Dossier

Mat./Res.: Worksheet 10, overhead projektor, transparency, transparency pen

Preparation: Copy worksheet 10 on overhead transparency.

01. Teacher puts the copy of *Ko čerela so?* on the overhead projector.
02. They discuss the task (connecting the sentences with the correct picture).
03. One child reads the first sentence and connects it to the correct picture on the overhead transparency.
04. Teacher asks the next child to read the second sentence and to connect it to the correct picture.
05. Same procedure until all sentences are connected.
06. Subsequently, each child gets worksheet 10 *Ko čerela so?* as a homework.

Teaching activity 14 | Sub-topic 01: O zanatija – Ko čerela so? 2Duration: 15 min | Skill:  | SF: G | ELP: p. 42

Mat./Res.: Worksheet 11, cards worksheet 12, poster, tape, scissors

Preparation: Print and laminate worksheet 11 and cut out pictures.














Note: This activity can only be done subsequently to activity 13.

01. Children sit in a circle.
02. Teacher puts the cards on the floor in the middle of the circle.
03. He/She asks a question of worksheet 11 (Teacher's Notes) and asks a child to find the matching card.
04. The child finds the card and answers the teacher's question (the teacher can tell the answer first and the child repeats it). The child then attaches the card to the blackboard.
05. Teacher continues until all questions of worksheet 11 are answered.

Teaching activity 15 | Sub-topic 01: O zanatija – Mlo zanatiDuration: 30 min | Skill:  | SF: G, I, P

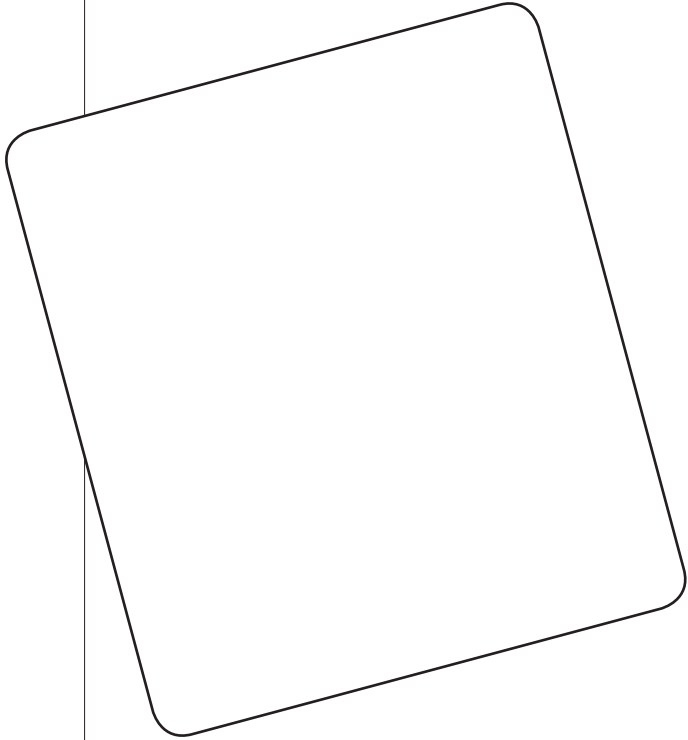
Mat./Res.: Worksheet 12

06. Teacher hands out the worksheet *Mlo zanati*.
07. Teacher asks one child to read heading and task. Together they discuss the task.
08. Children draw their dream occupation.
09. Teacher asks each child: *So mangeja tu te ove?* – What would you like to become?
10. Children answer and teacher helps them to form sentences: e.g. *Me mangava te ovav poštari, doktori, ...* – I would like to become a postman, doctor, ...

Lesson plan 01 Sub-topic 01: O zanatija
TA-Nr.: 02 Learning objectives: Getting to know the names of occupations.
Duration: 15 min Skill:   SF: I ELP: Dossier
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet and asks the children what the task is. 02. Then they discuss what occupations the people on the worksheet have. 03. Children try to fill in the words correctly. 04. Subsequently they compare their results and the teacher writes the vocabulary on the blackboard.
TA-Nr.: 11 Learning objectives: Using new words in dialogues – <i>So hijum me? Me hijum ... doktorka, poštari, etc.</i>
Duration: 15 min Skill:     SF: I
Mat./Res.: Worksheet 04, crayons
<ol style="list-style-type: none"> 01. Children stand in a circle. 02. Teacher shows the game by standing in the middle of the circle, miming an occupation. 03. He/She asks the children: <i>So hijum me?</i> 04. Children have to guess the occupation. Teacher helps them to form a complete sentence <i>Me hijum doktorka.</i> and all children repeat in unison. 05. Then one child stands in the middle and mimes an occupation. He/She asks: <i>So hijum me?</i> 06. Children have to guess the occupation. Teacher helps the children with spelling and grammar. All children repeat what is said in unison. 07. When every child has been in the middle at least once, the game is over.
TA-Nr.: 12 Learning objectives: Getting to know the names of traditional Roma occupations.
Duration: 20 min Skill:   SF: I ELP: Dossier
Mat./Res.: Worksheet 09, crayons
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet <i>Angleder hem akana – Then and Now.</i> 02. He/She asks one child to read heading and task. 03. Together they discuss the task. 04. Teacher shows one example of an occupation in former times and one example of the present. Children paint it. 05. Subsequently the children continue working alone.
Lesson plan 02 Sub-topic 01: O zanatija
TA-Nr.: 13 Learning objectives: Applying the acquired names for occupations correctly. Revising and consolidation of the previous lesson's vocabulary.
Duration: 50 min Skill:      SF: I, P ELP: Dossier
Mat./Res.: Worksheet 03
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet. 02. He/She asks one child to read the first example and to complete it. He/She helps with the first example and if necessary also with the second. 03. Children then continue working in couples. 04. Subsequently they compare their answers. Each couple reads one example. 05. Teacher writes the words that were used on the blackboard and children copy them to their ELP (p. 42).

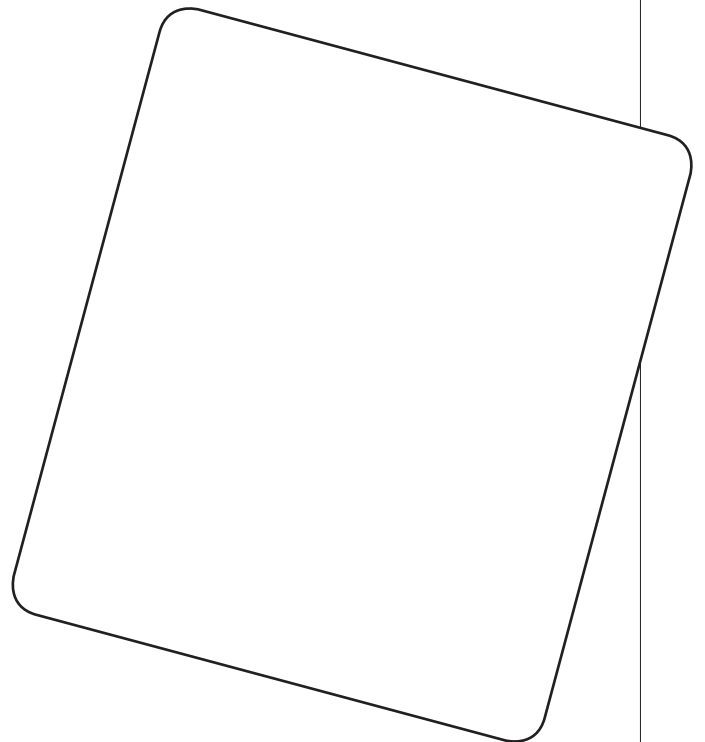
Mlo anav _____

O zanatija



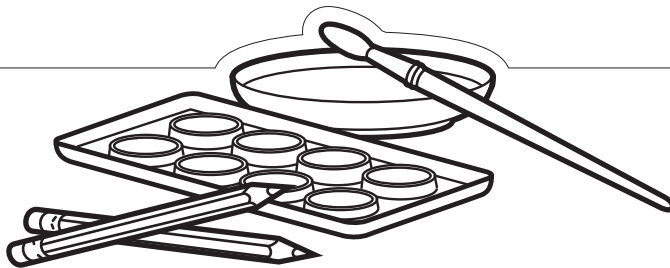
Nacrtin tle dadesoro zanati.
Mle dadesoro zanati tano

_____.



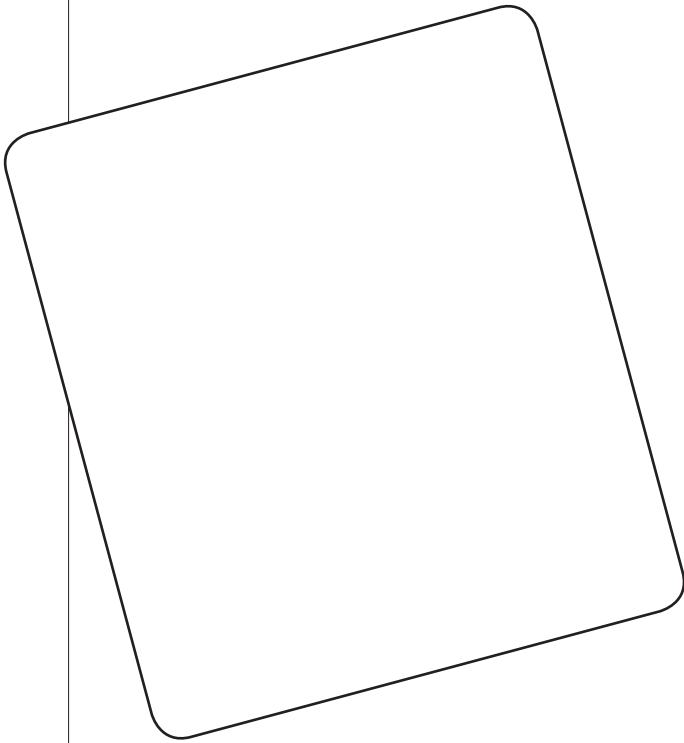
Nacrtin tle dajakoro zanati.
Mle dajakoro zanati tano

_____.



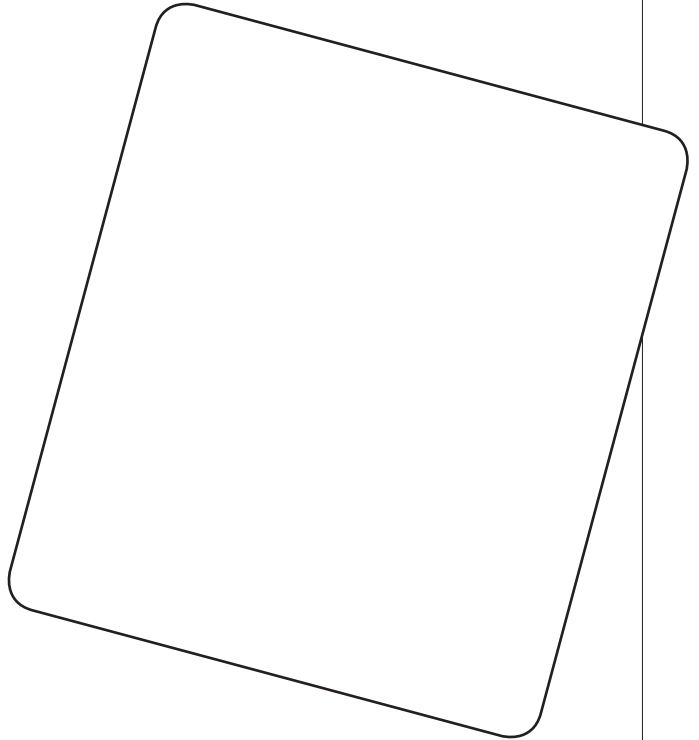
Mlo anav _____

O zanatija



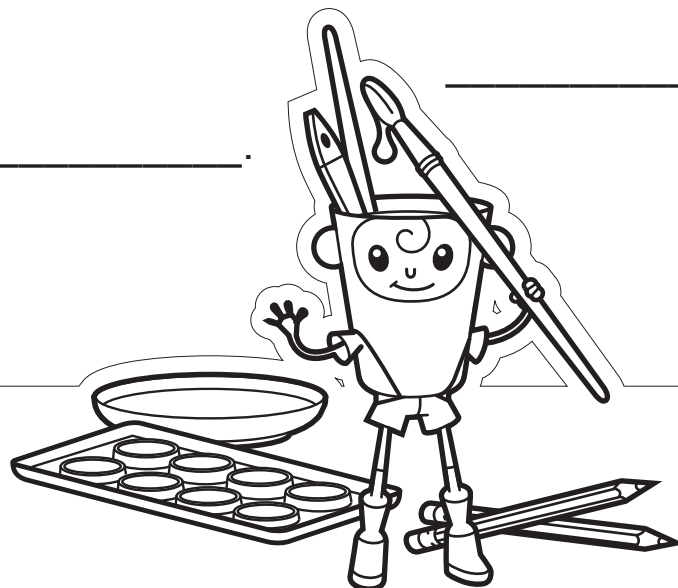
Nacrtin tle paposoro zanati.
Mle paposoro zanati tano

_____.

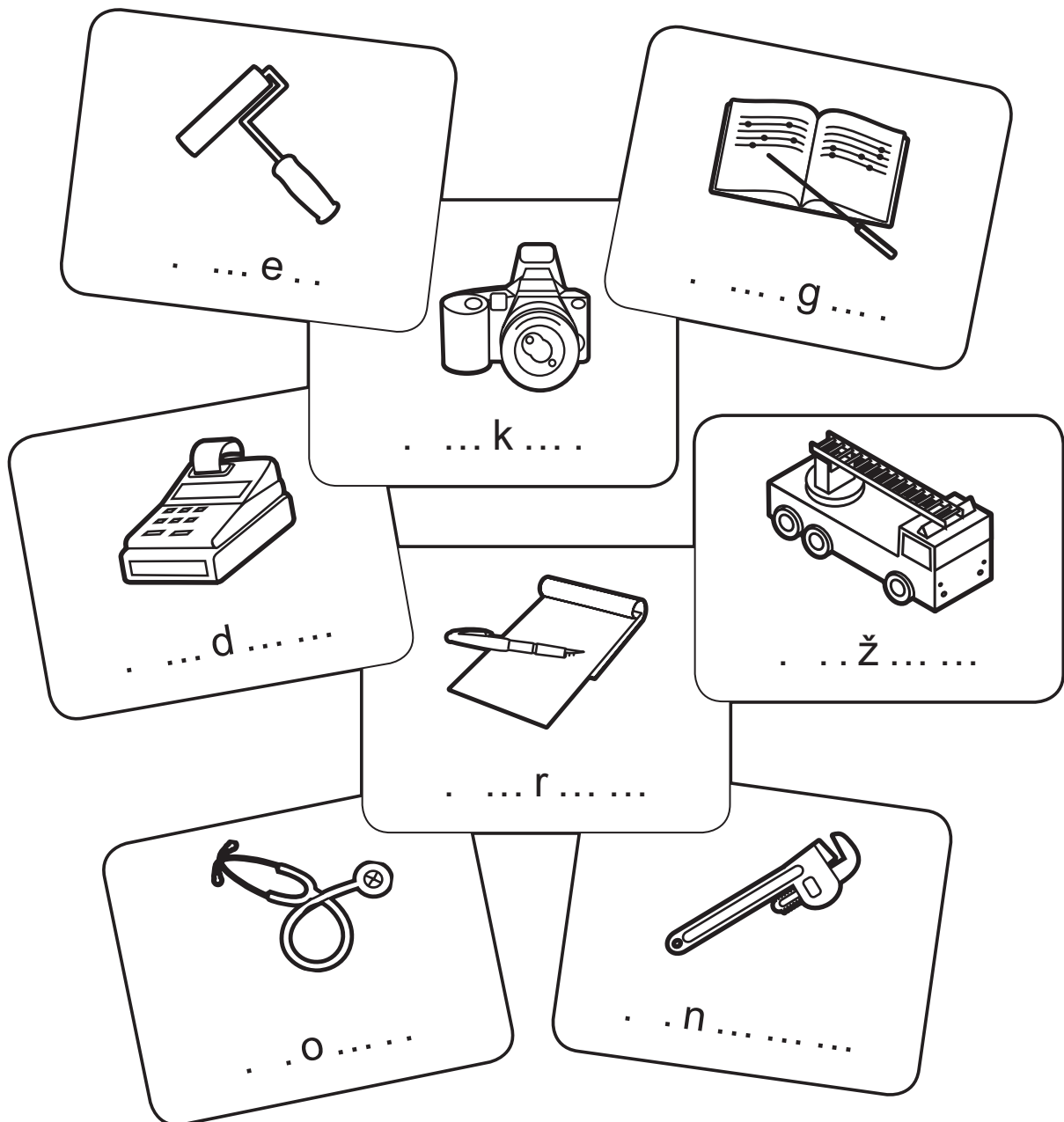


Nacrtin tle babakoro zanati.
Mle babakoro zanati tano

_____.



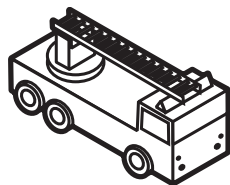
Pendžareja li akala zenatija?



o moleri	o doktori	i prodavačka	i slikarka
o dirigenti	o požarniko	i sekretarka	o instalateri

Mlo anav _____

O zanatija



So i tano ov? Ov i tano _____.

So čerela ov? Ov _____ i jag.



So i tano ov? Ov i tano _____.

So čerela ov? Ov _____ e panjesere cevke.



So i tani oj? Oj i tani _____.

So čerela oj? Oj _____ hem _____ ki kancelarija.



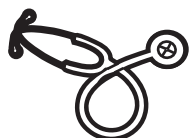
So i tani oj? Oj i tani _____.

So čerela oj? Oj _____ manušen.



So i tano ov? Ov i tano _____.

So čerela ov? Ov _____ o orkestari.



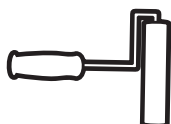
So i tano ov? Ov i tano _____.

So čerela ov? Ov _____ e manušen.



So i tani oj? Oj i tani _____.

So čerela oj? Oj _____ ki prodavnica.



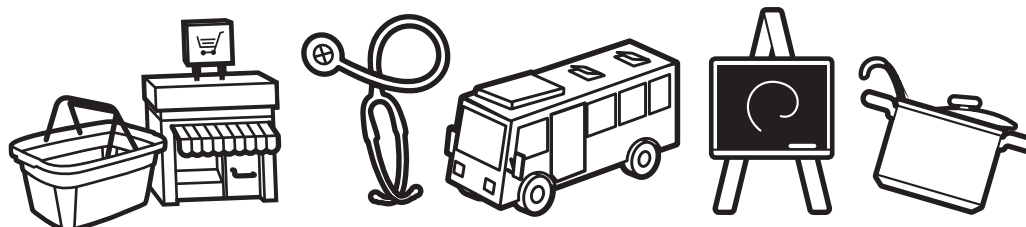
So i tano ov? Ov i tano _____.

So čerela ov? Ov _____ o čhera.

moleri | doktori | slikarka | dirigenti | požarniko | sekretarka | instalateri

ačhavi | namesti ni | pišini/telefonirini | slikini | sastarela | biknela | makhela | dirigini

Mlo dad i tano šoferi



Ov vozini o autobusi. Ov rano sabale džala ki buti hem avela kasno račate čhere.

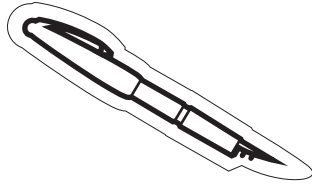
Mli daj biknela ki prodavnica. Oj svako dive čerela štar satija buti.

Mli phen džala ki gradinka. I gradinka nane dur amare čherestar.

Mlo papo tano kuvari. Ov čerela buti ko restorani. Ov pekela najšuže palačinke ki celo dunjaja.

Mli baba tani doktorka. Oj sastljari e manušen. Oj svako rat, keda džava te sovav, phenela mange: „Thov šukar tle danda!“

Me džava ki škola. Ki škola džava autobuseja. Podajekputi o autobusi vozini mlo dad. Keda sabaleja dikhava mle dade, džava ki škola asajbaja.



Mlo anav _____

Mli bučarni familija

Mlo dad i tano _____. Ov vozini o _____.
Ov rano sabale džala ki buti hem avela kasno račate
čhere.

Miri daj biknela ki _____. Oj svako dive čerela štar
satija buti.

Mli phen džala ki _____. I gradinka nane dur
amare čherestar.

Mlo papo tano _____. Ov čerela buti ko
_____. Ov pekela najšuže palačinke ki celo dunjaja.

Mli baba tani _____. Oj sastljari e manušen.
Oj svako rat, keda džava te sovav, phenela mange:
„Thov šukar tle danda!“

Me džava ki _____. Ki škola džava _____.
Podajekputi o autobusi vozini mlo dad. Keda sabaleja
dikhava mle dade, džava ki škola asajbaja.

doktorica	restorani	gradinka	šoferi	autobusi
prodavnica	kuvari	škola	autobuseja	

Uzal phabajakoro kaš

Nadur kotar o veš, ko brego, uzal i phabaj, hine e romengoro than. Keda perela hine i rat, čerena pese hine jag.

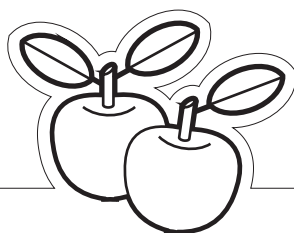
O daja, lena hine ple šamije, pačarena e tikne čhaven ano lende hem adžahar čhivena len hine te soven. Svako rat bešena hine uzal i jag hem šunena hine e phure dajakere paramizja.

Nadur e jagatar, hine lengere grastane vrda. Avrijaldan dičhola hine lengoro životu šukar ama e romen hine len nekad but pharo životu.

Phirenahine than-thanestar pali buti. O muzičarija džana hine te bašalen e barvale gadženge. Javer roma biknena hine o čhurja. Biknena hine hem tepikija, grasten, čare hem tendžere.

O kovačija čerena hine e gadženge o motike. Dajek khuvenahine korpe. O kundradžije namestinena hine o kundre.

Kotar o sabale dži ki kali rat on hine ko gav a račate sarine iranena pe hine ko lengoro than. Hem keda na hine len više buti ko gav, bešena hine ko vrda hem džana podur ko javera thana.



Mlo anav _____

Uzal phabajakoro kaš

Šaj li te odgovorine?

Kaj hine e romengoro than?

So čerena hine uzal i jag?

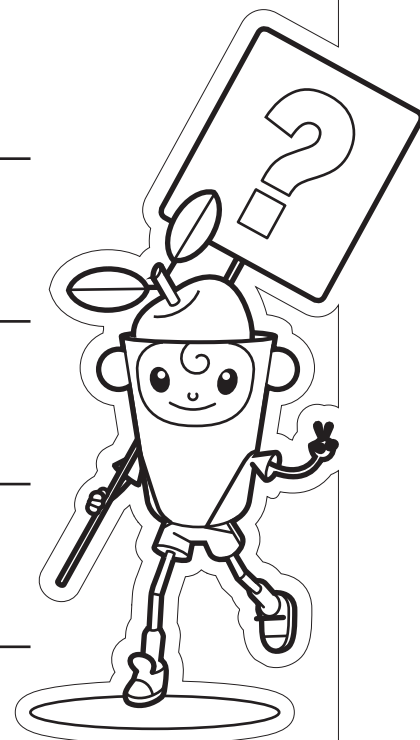
Ko džala hine te bašali e barvale gadženge?

So čerena hine panda o Roma?

Ko čerela hine e gadženge motike?

Ko namestini hine o kundre?

So čerena hine keda ko gav na hine len više buti?

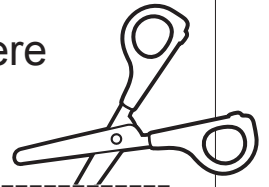




Uzal phabajakoro kaš

Nadur kotar o veš, ko brego, uzal i phabaj, hine e romengoro than. Keda perela hine i rat, čerena pese hine jag.

O daja, lena hine ple šamije, pačarena e tikne čhaven ano lende hem adžahar čhivena len hine te soven. Svako rat bešena hine uzal i jag hem šunena hine e phure dajakere paramizja.



Nadur e jagatar, hine lengere grastane vrda. Avrijaldan dičhola hine lengoro životu šukar ama e romen hine len nekad but pharo životu.

Phirenahine than-thanestar pali buti. O muzičarija džana hine te bašalen e barvale gadženge. Javer roma biknena hine o čhurja. Biknena hine hem tepikija, grasten, čare hem tendžere.

O kovačija čerena hine e gadženge o motike. Dajek khuvenahine korpe. O kundradžije namestinena hine o kundre.

Kotar o sabale dži ki kali rat on hine ko gav a račate sarine iranena pe hine ko lengoro than. Hem keda na hine len više buti ko gav, bešena hine ko vrda hem džana podur ko javera thana.

Mlo anav _____

Angleder hem akana

Bojin o krugija!



učiteli

frizeri

instalateri

muzičari

kundradžija

kovači

doktori

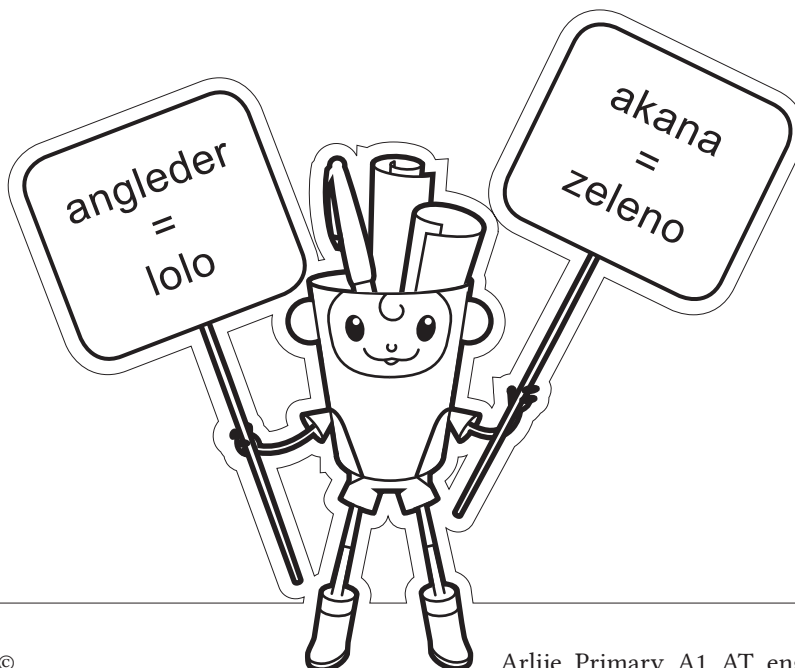
slikarka

požarniko

sekretarka

moleri

prodavačka



Mlo anav _____

Ko čerela so?



. . . š . . .

Ko čerela o habe?



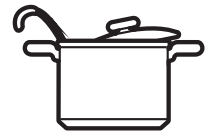
. . u . . .

Ko namestini o kundre?



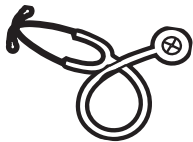
. . . f . . .

Ko biknela ki prodavnica?



. . . v . . .

Ko bašali ko bijav?



. . o . . .

Ko ačhavi i jag?



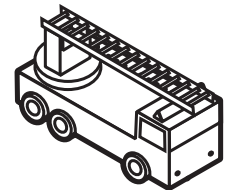
. . . d . . .

Ko vozini o autobusi?



. k

Ko anela o lil?



. . . ž . . .

Ko sastarela e manušen?

Mlo anav _____

Teksti e učitelkake:

Ko čerela o habe?

Ko anela o lil?

Ko namestini o kundre?

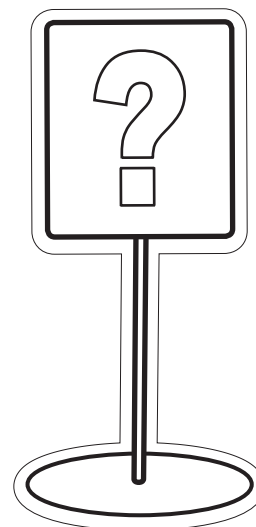
Ko bašali ko bijav?

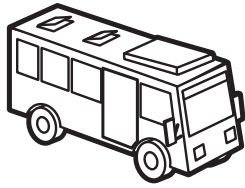
Ko biknela ki prodavnica?

Ko ačhavi i jag?

Ko sastarela e manušen?

Ko vozini o autobusi?

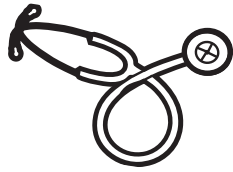




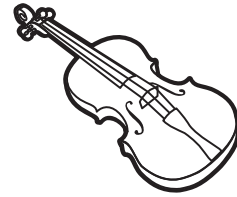
o šoferi



i prodavačka



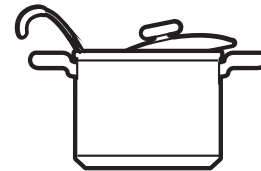
o doktori



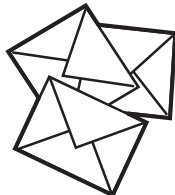
o muzičari



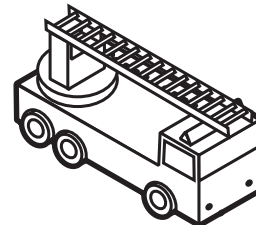
o kundradžija



o kuvari



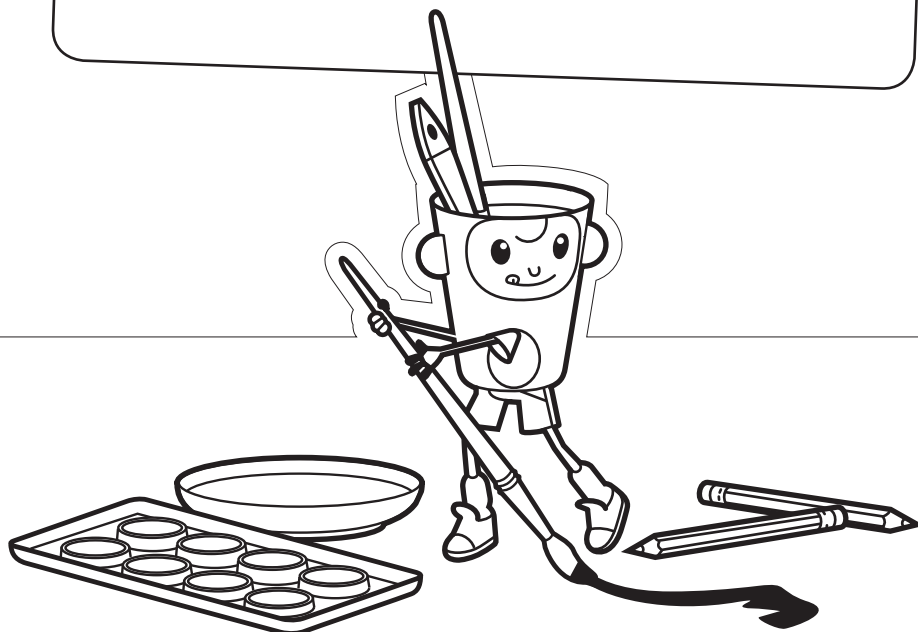
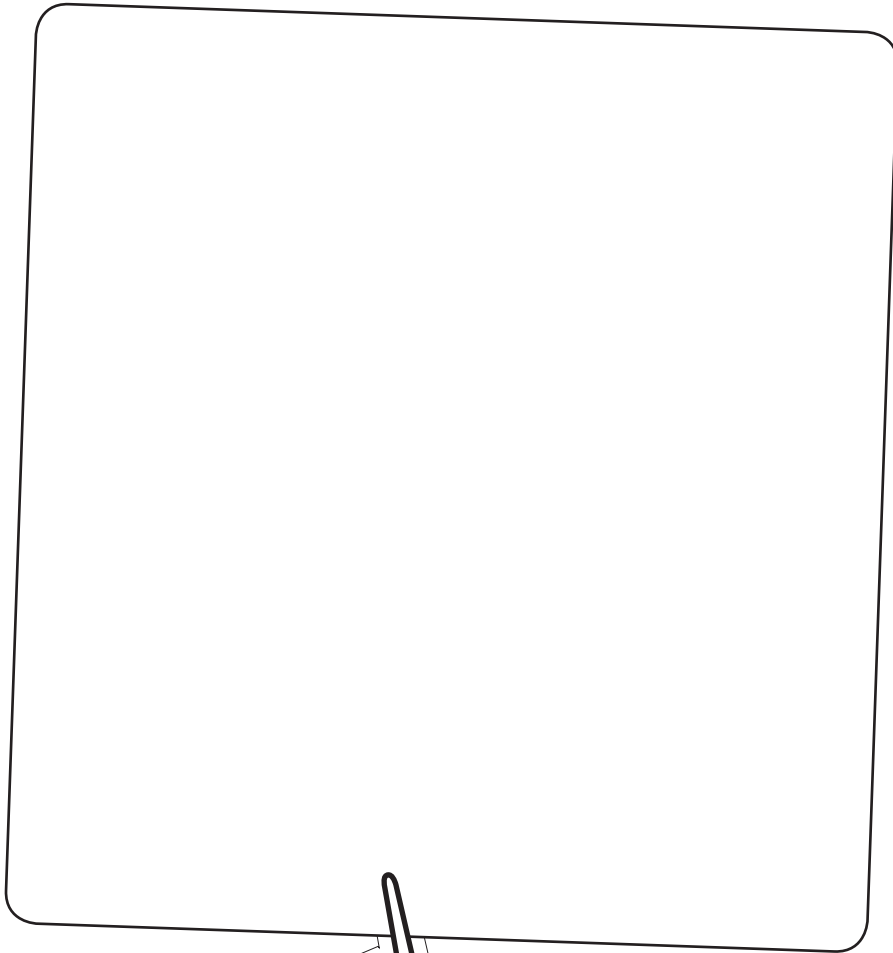
o poštari








o požarniko

Mlo anav _____

Mlo zanati










Arlije_Primary_A1_AT_eng_unit-05
Thema (CFR): FESTIVALS AND CELEBRATIONS
Sub-topic 01: Festivals and celebrations (overview) Sub-topic 02: Christmas Sub-topic 03: Birthdays

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can recognise and understand the words for festivals and celebrations when they are spoken or read aloud. ✓ Can follow simple spoken instructions to find pictures or objects in the classroom that are related to different festivals or celebrations. ✓ Can recognise and understand the words for festivals, celebrations and special events in the Roma community.
	<ul style="list-style-type: none"> ✓ Can recognize and understand the words for festivals and celebrations on posters or flashcards and in very simple texts. ✓ Can recognise and understand the words for festivals and celebrations that take place regularly in the family or community.
	<ul style="list-style-type: none"> ✓ Can respond with key words or simple phrases/sentences to questions about when the major local or national festivals occur. ✓ Can respond with key words or simple phrases/sentences to questions about family or community events that he/she has experienced.
	<ul style="list-style-type: none"> ✓ Can name the principal festivals of the year. ✓ Can name the events that are important in Roma family or community life.
	<ul style="list-style-type: none"> ✓ Can copy or write the names of the principal festivals. ✓ Can copy from the board short sentences about festivals or celebrations. ✓ Can copy or write the names of important events or celebrations. ✓ Can copy or write short sentences about an important event or celebrations.
Working with the ELP	
Language passport: I can descriptors (see teaching Activity 16)	
Dossier: Adding new words to the ELP (worksheet 01, 04, 08, 09, 13)	

Vocabulary Sub-topic 01: Festivals and Celebrations (overview)			
Active			
<i>o bijando dive, o rodenden</i>	the birthday	<i>i parti</i>	the party
<i>o nevo berš</i>	New Year's Eve	<i>i bonbonjera</i>	the chocolates, the dessert
<i>o romano dive</i>	Roma Day	<i>i torta</i>	the cake
<i>o veligdani</i>	Easter	<i>i luludži</i>	the flower
<i>o Božiči</i>	Christmas	<i>o šošoj</i>	the rabbit
<i>o bijav</i>	the wedding	<i>o šarime jare</i>	the colored eggs
<i>e dajakoro dive</i>	Mother's Day	<i>o neve beršesoro koncerti</i>	the New Year's concert
<i>o krštenje</i>	the baptism	<i>o romano festivali</i>	the Roma festival
<i>o suneti</i>	the celebration of the circumcision	<i>i čestitka</i>	greeting card
<i>o poklonija</i>	the gift	<i>i himna</i>	the hymn
<i>slavini</i>	to celebrate	<i>o kumija</i>	the godfather/godmother
<i>o muzičari</i>	the musician	<i>i jelka</i>	the Christmas tree (fir tree)
<i>o gosti</i>	the guest	<i>o petarde</i>	the fireworks
<i>i bori</i>	the bride	<i>o praznikija</i>	public holiday
<i>i crkva</i>	the church	<i>veligdanesere granke</i>	Easter branches
<i>i momelji</i>	the candle	<i>veligdanesiri korpa</i>	Easter basket
<i>o dedo mraz</i>	Father Christmas	<i>i pilička</i>	the chick
Vocabulary Sub-topic 01: Christmas			
Active			
<i>manglije/mangleja ...</i>	dear ...	<i>sa najšukar</i>	to wish somebody the best of health
<i>baxtalo</i>	cheerful, happy	<i>i želja, i želba/i želba, o želbe</i>	the wish, the wishes
<i>mangela tuke ...</i>	he/she/it wishes you ...	<i>Čerava tuke but sastipe!</i>	Congratulations!
			(lit. I wish you a good health!)
Vocabulary Sub-topic 01: Birthdays			
Active			
<i>but</i>	much, many	<i>Kozom berš pherdžan?</i>	How old are you now?
<i>o sastipe</i>	the health	<i>Me pherava ... berš.</i>	I'll be ... years old.
<i>i bax</i>	the happiness	<i>Me pherdžum ... berš.</i>	I'm ... years old now.
<i>gudleja (m.), gudlije (f.) ...</i>	dear ...		

Grammar	
Active	Passive
	Plural e.g. <i>pokloni – poklonija</i> Preposition: <i>berš – beršese</i> Verbs: 1st. + 2nd pers. Perfect tense SG (<i>pherdžum – pherdžan</i>)

Teaching activity 01 Sub-topic 01: Festivals and celebrations (overview) – Listening comprehension <i>I Suzana</i>
Duration: 30 min Skill:   SF*: I, P ELP: p. 42
Mat./Res.: Listening, worksheet 01
<ol style="list-style-type: none"> 01. Children hear the listening comprehension <i>I Suzana</i> twice. 02. They discuss the content with the child sitting next to them. 03. Children hear the listening comprehension again. Teacher asks them to remember one word they don't know. 04. Teacher translates these words and writes them on the blackboard. 05. They hear the listening comprehension again and discuss the content together. 06. Vocabulary for holidays (incl. articles) is written on the blackboard. Children copy it to their ELP (p. 42).
Teaching activity 02 Sub-topic 01: Festivals and celebrations (overview) – Worksheet <i>I Suzana</i>
Duration: 15 min Skill:    SF: I ELP: Dossier
Mat./Res.: Worksheet 02
<p>Note: This Activity can only be done subsequently to Activity 01.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet <i>I Suzana</i>. 02. Teacher asks one child to read heading and task. They discuss the task together: Connect the paragraphs of the text with the correct picture. 03. Teacher shows an example to the children: One child tries to connect the first paragraph of the story with the correct picture. 04. Subsequently the children continue working alone. 05. When the children are finished, the teacher reads the story in correct order. After each paragraph he/she asks the children which picture they have chosen.
Teaching activity 03 Sub-topic 01: Festivals and celebrations (overview) – Cards <i>Praznikija 1</i>
Duration: 20 min Skill:   SF: I
Mat./Res.: Cards, worksheet 03
<p>Preparation: Laminate and cut out cards worksheet 03.</p> <ol style="list-style-type: none"> 01. Children sit in a circle on the floor. 02. Teacher spreads out the picture cards on the floor. Each child gets a word card. 03. Children try to put their word card next to the correct picture card. 04. Teacher returns the correctly placed cards (both picture- and word card) to the child who has found the correct answer. He/She hands incorrectly placed word cards back to the children and they try to find the correct place again. 05. Same procedure until all cards have been matched correctly. 06. Then the teacher collects all the cards and shows one picture card at a time to the class and the children have to name it. If necessary, he/she can say the words first and the children repeat the words in unison.

*SOCIALFORM (SF): Group work – G | Partner work – P | Individual work – I

Teaching activity 04 | Sub-topic 01: Festivals and celebrations (overview) – Gap text *I Suzana*


Duration: 15 min | Skill:   | SF: I | ELP: Dossier p. 42

Mat./Res.: Worksheet 04

Note: This Activity can only be done subsequently to Activity 01 or 02.

01. Teacher hands out the worksheet 04 *I Suzana*.
02. Teacher asks the children to fill in the correct words.
03. When the children are finished, each child reads one paragraph to compare their results.
04. New vocabulary is written on the blackboard and the children copy it to the ELP (p. 42).

Teaching activity 05 | Sub-topic 01: Festivals and celebrations (overview) – Poster *I Suzana*

Duration: 50 min | Skill:  | SF: G

Mat./Res.: Worksheet 05, glue, scissors, sheets of A3 paper

Note: This Activity can only be done subsequently to Activity 01 or 02.

Preparation: Print one copy of worksheet 05 for each group.

01. Children form groups of three.
02. Each group gets the worksheet Att5 *I Suzana* (2 pages) and an A3-sheet.
03. Teacher explains the task: Cut out text and pictures and then glue them to the A3 sheet in the correct order. Glue the pictures to the correct paragraph.
04. When the children are finished, the groups present their posters which are then put on a wall of the classroom.

Teaching activity 06 | Sub-topic 01: Festivals and celebrations (overview) – Cards *Praznikija 2*

Duration: 30 min | Skill:   | SF: I

Mat./Res.: Worksheet 06

Preparation: Laminate and cut out worksheet 06.

01. Teacher attaches the word cards to the blackboard.
02. He/She asks the children to come to the blackboard and sit in a circle.
03. Teacher puts the cards in the middle of the circle and explains the task: Each picture card belongs to a particular holiday. Children have to guess which cards belong together and attach the correct card to the blackboard.
04. Finally they discuss the vocabulary.










Teaching activity 07 | Sub-topic 01: Festivals and celebrations (overview) – Memorizing new vocabulary












Duration: 15 min | Skill:    | SF: G, I | ELP: p. 42

Mat./Res.: Worksheet 06

Note: This Activity can only be done subsequently to Activity 6

01. Teacher shows one word card after the other, says each word out loud and the children repeat it in unison.
02. He/She shows one picture card after the other, the children say each word in unison.
03. He/She shows one picture card or word card after the other and says their names – some correctly, some incorrectly. The children decide whether the teacher's answer was correct or not.
04. Finally they add the new vocabulary to their ELP (p. 42).

Teaching activity 08 Sub-topic 01: Festivals and celebrations (overview) – Memory
Duration: 15 min Skill:    SF: G ELP: Dossier
Mat./Res.: Worksheet 07
Preparation: Print worksheet 07 twice for each group, laminate or glue to cardboard if required; cut out pictures. 01. Children form groups of four or five. 02. Teacher hands out the prepared memory cards to each group and they can start playing right away. 03. Options: Find pairs of pictures; find matching pairs of pictures and words. Option for advanced pupils: Find pairs of words.
Teaching activity 09 Sub-topic 02: Christmas – Reading Christmas cards
Duration: 20 min Skill:   SF: I, P, G ELP: Dossier, p. 42
Mat./Res.: Worksheet 08
01. Teacher hands out the worksheet 08 <i>Amen pišinaja čestitke</i> We write greeting cards. 02. They read the first greeting card together. They discuss what greeting cards actually are, on which occasions they are sent, on which occasion the card on the worksheet was sent, etc. 03. Children read the first card again and highlight the words they don't understand. 04. Teacher translates these words and writes them on the blackboard. 05. Children read the second greeting card and discuss the content with the child sitting next to them. 06. In couples they highlight the words they don't understand. 07. Teacher translates these words and writes them on the blackboard. 08. Children add new vocabulary to their ELP (p. 42).
Teaching activity 10 Sub-topic 02: Christmas – Gap text <i>Christmas cards</i>
Duration: 10 min Skill:    SF: I ELP: Dossier
Mat./Res.: Worksheet 09
Note: This Activity can only be done subsequently to Activity 09. 01. Teacher hands out gap text <i>Amen pišinaja čestitke</i> (worksheet 09) and explains the task. 02. The results are compared: Each child reads a card.
Teaching activity 11 Sub-topic 02: Christmas – Writing Christmas cards
Duration: 20 min Skill:  SF: I
Mat./Res.: Worksheet 10
01. Teacher hands out <i>Amen pišinaja čestitke</i> (worksheet 10) and a blank sheet of paper. 02. Children try to write their own greeting card on the blank sheet of paper. 03. Subsequently the teacher corrects the short texts. 04. Children copy the corrected text to the blank form of <i>Amen pišinaja čestitke</i> as a homework. Children who can't write draw Christmas motifs on the card.

Teaching activity 12 Sub-topic 03: Birthdays – Listening comprehension <i>Džili Bijando dive</i>
Duration: 15 min Skill:   SF: I
Mat./Res.: Listening comprehension worksheet 11, audio-device
<ol style="list-style-type: none"> Children sit in a circle. Teacher asks a child who has his/her birthday that day/week to sit in the middle of the circle. He/She asks the other children to guess what special day the child is celebrating. Teacher sings or plays the song - <i>Bijando dive</i>. The children guess which holiday it is. Subsequently the song is rehearsed together.
Teaching activity 13 Sub-topic 03: Birthdays – Listening comprehension <i>Amen čestitinja o bijando dive</i>
Duration: 15 min Skill:   SF: I
Mat./Res.: Listening worksheet 12, audio-device
<ol style="list-style-type: none"> Children hear the dialogue <i>Amen čestitinja o bijando dive!</i> - Happy Birthday! twice. They discuss the content with the child sitting next to them. They listen to the dialogue again and are asked to remember one word they don't know. Teacher translates these words and writes them on the blackboard. They listen to the dialogue again and discuss the content together. Children add new vocabulary to their ELP (p. 42) and listen to the dialogue once again.
Teaching activity 14 Sub-topic 01: Festivals and celebrations (overview) – Birthday dialogue
Duration: 20 min Skill:    SF: P ELP: Dossier
Mat./Res.: Worksheet 13
<p>Note: This Activity can only be done subsequently to Activity 13.</p> <ol style="list-style-type: none"> Children form couples and teacher hands out worksheet 13 <i>Amen čestitinja o bijando dive</i>. They have 10 min to learn the dialogue by heart. Then each couple performs the dialogue in front of the class.
Teaching activity 15 Sub-topic 01: Festivals and celebrations (overview) – Easter <i>Veligdani</i>
Duration: 20 min Skill:     SF: I
Mat./Res.: Worksheet 14
<ol style="list-style-type: none"> Teacher hands out worksheet 14 <i>Veligdani</i> – Easter. Together they discuss the task: Circle the objects that belong to Easter. When they are finished, the pictures on the worksheet are discussed and named. They compare which pictures belong to Easter. Teacher writes the vocabulary for the circled pictures on the blackboard. Children write the words below the pictures on the worksheet.

Teaching activity 16 | Sub-topic: Festivals and celebrations – Language biographyDuration: 15 min | Skill:   | SF: I | ELP: Language biography

Mat./Res.: Worksheet 14

Preparation: Teacher designs the checklist in the language-biography (p. 22/Level A1) as he/she prefers.

01. After finishing Unit 5 the teacher hands out his/her checklists.
02. Teacher and children discuss the list point by point. Children draw a star or anything similar beside a point if they meet the requirements of it – *I can ...*
03. The checklists are added to the ELP *Language biography*.

Lesson plan 01 | Sub-topic 01: Our festivals and celebrations

TA-Nr.: 01 | Learning objectives: Acquiring and expanding vocabulary.

Duration: 30 min | Skill:   | SF: I, P | ELP: p. 42

Mat./Res.: Listening comprehension worksheet 01











01. Children hear the listening comprehension *I Suzana* twice.
02. They discuss the content with the child sitting next to them.
03. Children hear the listening comprehension again. Teacher asks them to remember one word they don't know.
04. Teacher translates these words and writes them on the blackboard.
05. They hear the listening comprehension again and discuss the content together.
06. Vocabulary for holidays (incl. articles) is written on the blackboard. Children copy it to their ELP (p. 42).

TA-Nr.: 03 | Learning objectives: Content-oriented listening to short stories and understanding of these.

Duration: 20 min | Skill:     | SF: I

Mat./Res.: Cards, worksheet 03

01. Children sit in a circle on the floor.
02. Teacher spreads out the picture cards on the floor. Each child gets a word card.
03. Children try to put their word card next to the correct picture card.
04. Teacher returns the correctly placed cards (both picture- and word card) to the child who has found the correct answer. He/She hands incorrectly placed word cards back to the children and they try to find the correct place again.
05. Same procedure until all cards have been matched correctly.
06. Then the teacher collects all the cards and shows one picture card at a time to the class and the children have to name it. If necessary, he/she can say the words first and the children repeat the words in unison.

Lesson plan 02 Sub-topic 01: Christmas cards
TA-Nr.: 09 Learning objectives: Forming and writing simple sentences. Getting to know and implementing ways of greeting and congratulating.
Duration: 20 min Skill:       SF: I, P, G ELP: Dossier, p. 42
Mat./Res.: Worksheet 08
<ol style="list-style-type: none"> 01. Teacher hands out the worksheet 08, <i>Amen pišinaja čestitke</i> We write greeting cards. 02. They read the first greeting card together. They discuss what greeting cards actually are, on which occasions they are sent, on which occasion the card on the worksheet was sent, etc. 03. Children read the first card again and highlight the words they don't understand. 04. Teacher translates these words and writes them on the blackboard. 05. Children read the second greeting card and discuss the content with the child sitting next to them. 06. In couples they highlight the words they don't understand. 07. Teacher translates these words and writes them on the blackboard. 08. Children add new vocabulary to their ELP (p. 42).
TA-Nr.: 10 Learning objectives: Forming and writing simple sentences. Getting to know and implementing ways of greeting and congratulating.
Duration: 10 min Skill:    SF: I
Mat./Res.: Cards, worksheet 09
<ol style="list-style-type: none"> 01. Teacher hands out gap text <i>Amen pišinaja čestitke</i> (worksheet 09) and explains the task. 02. The results are compared: Each child reads a card.
TA-Nr.: 11 Learning objectives: Forming and writing simple sentences. Getting to know and implementing ways of greeting and congratulating.
Duration: 20 min Skill:  SF: I ELP: Dossier
Mat./Res.: Worksheet 10
<ol style="list-style-type: none"> 01. Teacher hands out <i>Amen pišinaja čestitke</i> (worksheet 10) and a blank sheet of paper. 02. Children try to write their own greeting card on the blank sheet of paper. 03. Subsequently the teacher corrects the short texts. 04. Children copy the corrected text to the blank form of <i>Amen pišinaja čestitke</i> as a homework. Children who can't write draw Christmas motifs on the card.

I Suzana

Hine jek čhaj. Lakoro anav hine Suzana. Ola hine la 10 berš. Oj but mangela hine te slavini hem te dobini poklonija kotar pli familija. O najšuže poklonija dobini hine kotar pli baba. Jek puti, keda hine e Suzanakoro bijando dive, pli baba dindža la jek but šuži kukla. E neve beršese dobindža latar jek rozevo točko. Pošto pli baba stalno dela la hine o najšuže poklonja, i Suzana odlučindža te pomožini la te čeren jek čokoladno torta keda hine e Romengoro dive. But zabavno hine ki Suzanakiri familija o veligden. Prvo farbini hine o jare ple babaja a tajsja o dive i Suzana rodela hine o šarime jare hem poklonija ko celo čher. A najviše radujini pe hine keda avela o Božiči, pošto zajedno kitinena hine i jelka hem i Suzana džanela hine kaj telal i jelka adžičerena la hine o poklonija.

There was a girl. Her name was Suzana. She was 10 years old. She liked parties and getting presents from her family very much. The most beautiful presents she got from her grandmother. Once on her birthday, her grandmother gave her a very beautiful dress. At New Year's Eve she got an MP3-Player from her. Because her grandmother made her the most beautiful presents, Suzana decided to help her with baking a chocolate cake on Roma-Day. Easter was a lot of fun in Suzana's family. First she painted the eggs with her grandmother and on the next day they went to church. Most of all she enjoyed Christmas, because they decorated the christmas tree and Suzana knew, that the most beautiful presents were waiting for her.

I Suzana

Čitin i paramiz hem cide linije dži ki točno slika!

Hine jek čaj. Lakoro anav hine Suzana. Ola hine la 10 berš. Oj but mangela hine te slavini hem te dobini poklonija kotar pli familija. O najšuže poklonija dobini hine kotar pli baba.

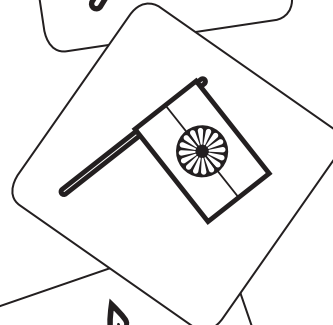
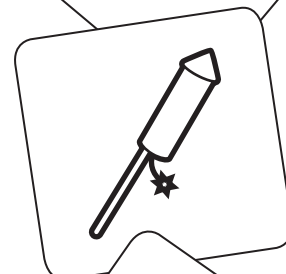
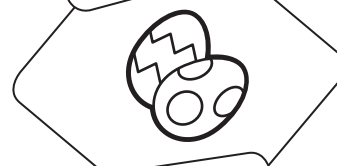
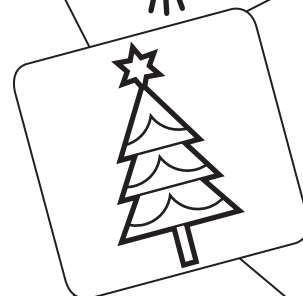
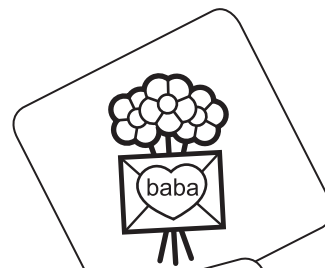
Jek puti, keda hine e Suzanakoro bijando dive, pli baba dindža la jek but šuži kukla.

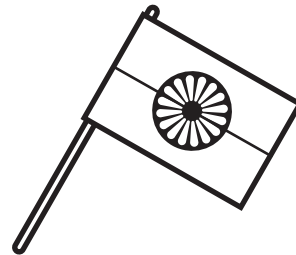
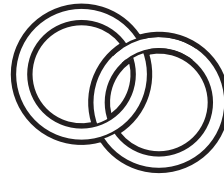
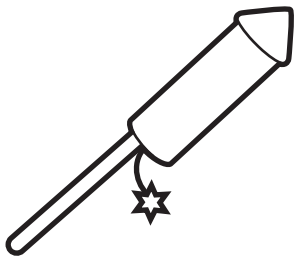
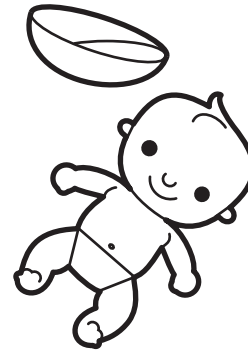
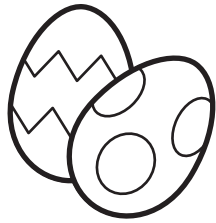
E neve beršese dobindža latar jek rozevo točko.

Pošto pli baba stalno dela la hine o najšuže poklonja, i Suzana odlučindža te pomožini la te čeren jek čokoladno torta keda hine e Romengoro dive.

But zabavno hine ki Suzanakiri familija o veligden. Prvo farbini hine o jare ple babaja a tajsa o dive i Suzana rodela hine o šarime jare hem poklonija ko celo čer.

A najviše radujini pe hine keda avela o Božiči, pošto zajedno kitinena hine i jelka hem i Suzana džanela hine kaj telal i jelka adžičerena la hine o poklonija.





o bijando dive
o rodenden

o nevo berš

o romano dive

o veligdani

o Božiči

o bijav

e dajakoro dive

o krštenje

Mlo anav _____

I Suzana

Hine jek čaj. Lakoro anav hine Suzana. Ola hine la 10 berš. Oj but mangela hine te _____ hem te dobini poklonija kotar pli familija. O najšuže _____ dobini hine kotar pli baba.

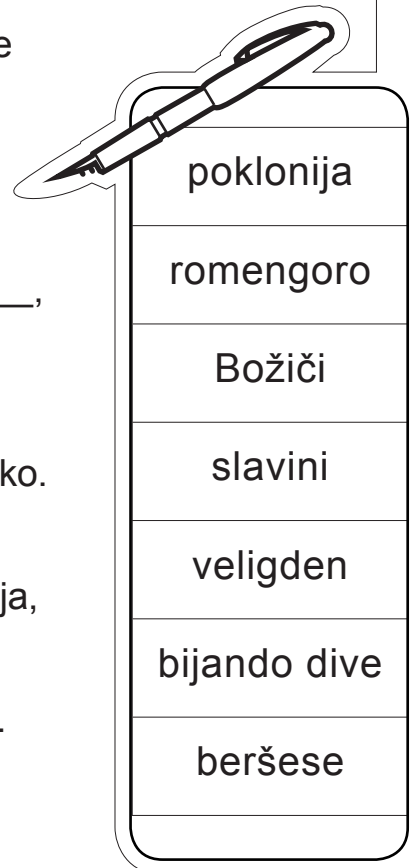
Jek puti, keda hine e Suzanakoro _____, pli baba dindža la jek but šuži kukla.

E neve _____ dobindža latar jek rozevo točko.

Pošto pli baba stalno dela la hine o najšuže poklonja, i Suzana odlučindža te pomožini la te čeren jek čokoladno torta keda hine e _____ dive.

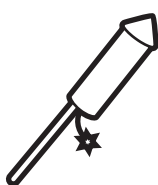
But zabavno hine ki Suzanakiri familija o _____. Prvo farbini hine o jare ple babaja a tajsa o dive i Suzana rodela hine o jare hem poklonija ko celo čher.

A najviše radujini pe hine keda avela o _____, pošto zajedno kitinena hine i jelka hem i Suzana džanela hine, kaj telal i jelka adžičerena la hine o poklonija.



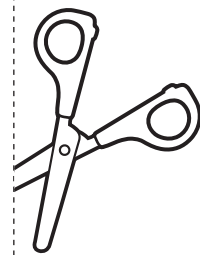
I Suzana

E neve beršese dobindža latar jek rozevo točko.



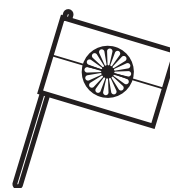
Pošto pli baba stalno dela la hine o najšuže poklonja, i Suzana odlučindža te pomožini la te čeren jek čokoladno torta keda hine e Romengoro dive.

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Jek puti, keda hine e Suzanakoro bijando dive, pli baba dindža la jek but šuži kukla.

But zabavno hine ki Suzanakiri familija o veligden. Prvo farbini hine o jare ple babaja a tajsa o dive i Suzana rodela hine o jare hem poklonija ko celo čher.



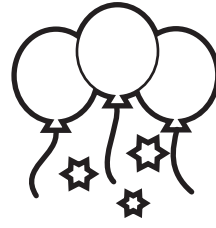
Hine jek čaj. Lakoro anav hine Suzana. Ola hine la 10 berš. Oj but mangela hine te slavini hem te dobini poklonija kotar pli familija. O najšuže poklonija dobini hine kotar pli baba.



i crkva



i momelji



i parti



i bonbonjera



o šošoj



o luludža



o gostija



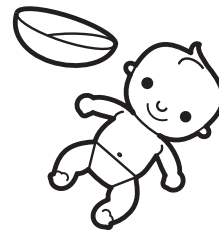
o neve
beršesoro
koncerti



o poklonija



o šarime
jare



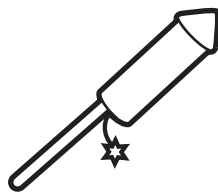
o kumija



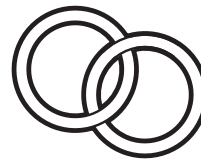
o muzičarija



o dedo mraz



o petarde



i bori



i jelka



o romano
festivali



i torta



i čestitka



i himna

Mlo anav _____

Amen pišinaja čestitke!

Manglije babo!

Mangava tuke baxtalo Božiči.
Amen ka ava tute palal o praznikija.
Me ka anav tuke jek sužo pokloni.
Čerava tuke but sastipe

Tlo unuko o Mario



Mangleja kako!

Mangava tuke baxtalo Božiči hem sa
najšukar ko nevo berš. Neka pherena pe sa
tle želje. Keda ka ave amende ko gostija?
Čerava tuke but sastipe

Tli unuka i Marija



Mlo anav _____

Amen pišinaja čestitke!

Manglije babo!

Mangava tuke _____ Božiči.

Amen ka ava tute palal o _____.

Me ka anav tuke jek sužo _____.

_____ tuke but _____

_____ o Mario



Mangleja kako!

Mangava tuke baxtalo _____ hem sa
najšukar ko nevo _____. Neka pherena pe sa
tli želje. Keda ka ave amende ko gostija?

Čerava tuke but sastipe

_____ i Marija

baxtalo

praznikija

pokloni

Čerava ... sastipe

berš

Tlo unuko

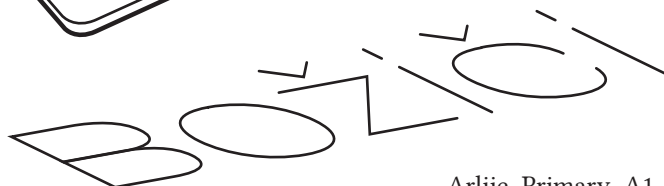
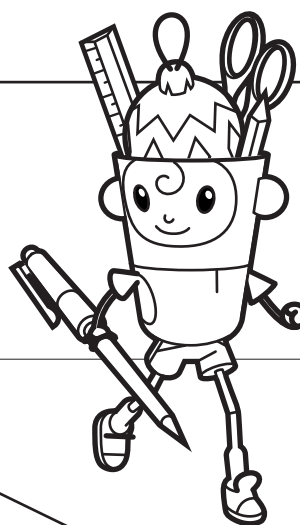
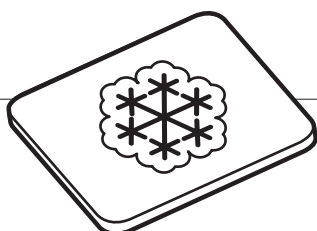
Božiči

Tli unuka

Mlo anav _____

Amen pišinaja čestitke!





Bijando dive

But sastipe,

but bax.

But sastipe,

but bax,

But sastipe, gudlije Ivana.

But sastipe,

but bax.

Birthday-Song

2 X Happy Birthday to you.

Happy Birthday, dear Ivana.

Happy Birthday to you!

Amen čestitinja o bijando dive!

Zoja: Ivana, mangava tuke sa najšukar hem
but bax hem sastipe.

Ivana: Ov sasti Zojo.

Zoja: Kozom berš pherdžan?

Ivana: Me pherdžum 8 berš.

Birthday Congratulations

Zoja: Ivana, I wish you all the best and lots
of happiness and health.

Ivana: Thank you, Zoja.

Zoja: How old are you now?

Ivana: I am now 8 years old.

Mlo anav _____

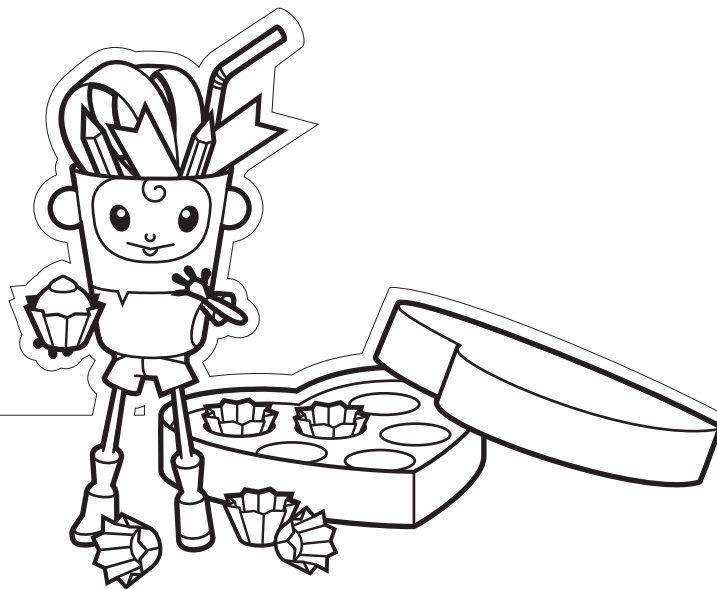
Amen čestitajaja o bijando dive!

Zoja: Ivana, mangava tuke sa najšukar
hem but bax hem sastipe.

Ivana: Ov sasti Zojo.

Zoja: Kozom berš pherdžan?

Ivana: Me pherdžum 8 berš.

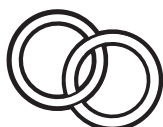


Mlo anav _____

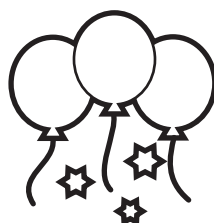
Okružin so pasujini veligdanese!



i pilička



o bijav



i parti



o romano festivali



o šošoj



e dajakoro dive



veligdanesiri korpa



i torta



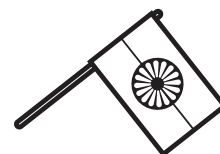
o neve beršesoro koncerti



o šarime jare



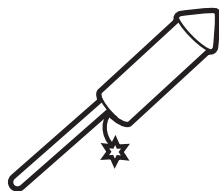
o kumija



o romano dive



o dedo mraz



o petarde








veligdanesere granke



i jelka







Arlije_Primary_A1_AT_eng_unit-06
Theme (CFR): AT SCHOOL
Sub-topic 01: <i>Amaro školakoro pribori (Our school supplies)</i> Sub-topic 02: <i>Amaro odelenije hem i škola (Our classroom and the school)</i>

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can understand basic school and classroom rules and routines when they are explained very simply and with appropriate gestures. ✓ Can recognize and understand the names of school furniture, equipment, resources, etc., when they occur in instructions. ✓ Can understand and follow very basic instructions for playing games in the playground or sports area. ✓ Can understand the key words in parents’ instructions about, or descriptions of, school.
	<ul style="list-style-type: none"> ✓ Can recognize and understand labels or basic prompts on posters in different parts of the classroom or school (e.g. poster of question forms). ✓ Can recognize and understand signs in the school (Fire, Exit, No running, etc.). ✓ Can recognize and understand words and numbers on posters and drawings in the classroom (days of the week, days of the month, etc.). ✓ Can find his/her name on a list. ✓ Can recognize and understand the they words in a school timetable or learning program.
	<ul style="list-style-type: none"> ✓ Can ask permission in the classroom or attract the teacher’s attention in an appropriate manner. ✓ Can respond nonverbally (e.g. with a nod or shake of the head) or with single word or very brief answers to basic questions on school or classroom topics. ✓ Can use please and thank you appropriately. ✓ Can ask for familiar classroom objects and materials (book, pencil, paper, etc.). ✓ Can tell parents the new words learnt in school and show parents their schoolbooks.
	<ul style="list-style-type: none"> ✓ Can use key word and simple phrases/sentence to describe a classroom routine or playground game. ✓ Can use key words to tell family members about what he/she does in school.
	<ul style="list-style-type: none"> ✓ Can copy letters and copy or write key words from the board, including phrases or simple sentences related to a classroom topic. ✓ Can copy or write the key words in a classroom timetable or programme of study. ✓ Can show parents how he/she can write the key words learned in school.
Working with the ELP	
Dossier: p. 42 worksheet 01–04 + 07–10	

Vocabulary | Sub-topic 01: Amaro školakoro pribori










Aktive			
<i>o školakoro pribori</i>	the school supplies	<i>uštela</i>	to get up
<i>o bojce</i>	the crayons	<i>urjavi pe</i>	to get dressed
<i>o flomasterija</i>	the felt-tip pens	<i>i užina</i>	the snack
<i>i oštrilka</i>	the pencil sharpener	<i>o papuče</i>	the slippers
<i>i knjiga</i>	the book	<i>pozdravini</i>	to greet
<i>i tašna</i>	the bag, the school bag	<i>o than</i>	the place
<i>o molivi</i>	the pencil	<i>kotar i tašna</i>	from the school bag
<i>o nalivpero</i>	the fountain pen	<i>ikali</i>	to take something out of
<i>i tetratka</i>	the workbook	<i>počmini</i>	to start
<i>i mapa/papka</i>	the folder	<i>o časi</i>	the lesson
<i>i guma</i>	the eraser	<i>bešela</i>	to sit
<i>o lenjiri</i>	the ruler	<i>šunela</i>	to listen
<i>o vodeno bojce</i>	the colors, watercolors	<i>zvonini o zvono</i>	the bell rings
<i>o odelenije</i>	the classroom	<i>i pauza</i>	the break
<i>i kreda</i>	the chalk	<i>šaj te hal</i>	to be allowed to eat
<i>o sundžeri</i>	the sponge	<i>šaj te čhelel pese</i>	to be allowed to play
<i>o udar</i>	the door	<i>e amalencar</i>	with friends
<i>i kanta</i>	the bin	<i>završini</i>	to end, to finish
<i>o umivalniko</i>	the wash basin	<i>džala čhere</i>	to go home
<i>o regali</i>	the shelf, the cupboard	<i>o manuša</i>	the people
<i>o saati</i>	the clock	<i>arakhela razno manušen</i>	to meet various people
<i>i klupa</i>	the bench, the school bench	<i>akate</i>	here
<i>i tabla</i>	the blackboard	<i>lengere anava</i>	their names
<i>ki škola</i>	at school	<i>o direktori</i>	the headmaster
<i>amen</i>	we	<i>o roditelija</i>	the parents
<i>džala</i>	to go	<i>o učiteli</i>	the teacher
<i>sikljola</i>	to learn	<i>o amal</i>	the friend
<i>pišini</i>	to write	<i>i čistačka</i>	the cleaner
<i>dženela</i>	to count	<i>šaj ili našti</i>	am I allowed or am I not allowed
<i>i sreča</i>	the happiness, the luck	<i>so mangeja</i>	What would you like?
<i>anela</i>	to bring	<i>šaj li</i>	to be allowed
<i>bojini</i>	to paint	<i>o WC</i>	the toilet
<i>čitini</i>	to read	<i>te frdav o lil</i>	to throw away the paper
<i>džilabela</i>	to sing	<i>uštela</i>	to get up
<i>računini</i>	to calculate	<i>phravela o džami</i>	to open the window
<i>čhelela</i>	to play, to dance	<i>khosela i tabla</i>	to clean the blackboard
<i>sabale</i>	in the morning		










Grammar	
Aktive	Passive
Simple answers: <i>Akava i tano ...</i> (This is ...)	Simple interrogative clause: e.g. <i>So i tano akava?</i> (What's this?)







Teaching activity 01 Sub-topic 01: <i>Amaro školakoro pribori</i>	
Duration: 20 min Skill:   SF*: I	
Mat./Res.: Cards, worksheet 11	
<p>Preparation: Print, laminate and cut out picture and word cards (worksheet 11).</p> <ol style="list-style-type: none"> 01. Children sit in a circle. 02. Teacher spreads out the picture cards in the middle of the circle. Each child gets a word card. 03. Children try to put their word card next to the correct picture card. 04. Teacher returns the correctly placed cards (both picture and word card) to children who found the correct order. 05. He/She hands back the incorrectly placed word cards and the children try to find the correct place again. 06. Same procedure until all cards have been matched correctly. 07. Steps 2 to 6 can be repeated several times, until the children can match all cards correctly. 08. Finally the teacher collects all the cards. He/She shows one picture card at a time and the children name it. If necessary, he/she can say the words first and the children repeat them in unison. 	
Teaching activity 02 Sub-topic 01: <i>Amaro školakoro pribori</i>	
Duration: 15 min Skill:   SF: I, G ELP: Dossier	
Mat./Res.: Worksheet 01	
<p>Note: This Activity can only be done subsequently to Activity 1.</p> <ol style="list-style-type: none"> 01. Teacher hands out worksheet <i>Amaro školakoro pribori</i> and explains the task. 02. Children have about 5–10 min to complete the task. 03. The results are compared. 	
Teaching activity 03 Sub-topic 01: Word quiz <i>Amaro školakoro pribori</i>	
Duration: 25 min Skill:   SF: I ELP: Dossier	
Mat./Res.: Worksheet 08	
<ol style="list-style-type: none"> 01. Teacher hands out worksheet <i>Amaro školakoro pribori</i>. 02. He/She asks a child to read the first assignment and to explain the task. 03. He/She asks another child to read the second assignment and to explain the task. 04. Children have 10–15 min to fill out the worksheet. 05. Subsequently they say which words they have found. The teacher writes them on the blackboard. 	





*SOCIALFORM (SF): Group work - G | Partner work - P | Individual work - I

Teaching activity 04 Sub-topic 02: <i>Amaro odelenije hem i škola: Worksheet – Ko amaro odelenije</i>
Duration: 15 min Skill: SF: P ELP: Dossier
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> Children form couples. Teacher hands out worksheet 02 <i>Ko amaro odelenije</i>. Teacher explains the task: Children have 10 min to complete the brief dialogues in couples. Each pair reads an example to check their answers. The teacher writes the missing words on the blackboard.
Teaching activity 05 Sub-topic 02: <i>Amaro odelenije hem i škola: Poem – Ki škola</i>
Duration: 30 min Skill: SF: I, P ELP: Dossier p. 42
Mat./Res.: Worksheet 03
<ol style="list-style-type: none"> Teacher hands out worksheet 03 <i>Ki škola</i> and asks the children to read the poem quietly. Children discuss the content with the child sitting next to them. Children read through the poem quietly once again and then discuss its content with another child – What could this mean? What is it about?. Each couple chooses one word they don't know and tell it to the teacher. Teacher writes the word and its translation on the blackboard. Children read the poem quietly once again to understand it better. Teacher discusses the content of the poem with the children. Children copy new words from the blackboard to the Language Portfolio (ELP p. 42).
Teaching activity 06 Sub-topic 02: <i>Amaro odelenije hem i škola: Analytical Reading – Ki škola</i>
Duration: 20 min Skill: SF: G ELP: Dossier p. 42
Mat./Res.: Worksheet 03
<p>Note: This Activity can only be done subsequently to Activity 5.</p> <ol style="list-style-type: none"> Teacher hands out worksheet 03 <i>Ki škola</i> (or the children take it from the Dossier). Task: Children highlight all words with the ending <i>-ja</i>. Children tell these words to the teacher. He/She writes them on the blackboard in a list. Teacher asks the children if they know what kind of words these are (nouns, adjectives, verbs, ...). Teacher explains that these are verbs and highlights the ending '<i>-ja</i>' in every word. He/She asks the group why he/she has highlighted these endings. The aim is that the children find out that these verbs stand in 1st pers. PL and that the PL in Romanes ends on <i>-ja</i>. Teacher writes the translation of the words and the grammatical rule on the blackboard: 1st pers. PL (we) = Ending <i>-ja</i>. Children copy from blackboard.
Teaching activity 07 Sub-topic 02: <i>Amaro odelenije hem i škola: Gap text – Ki škola</i>
Duration: 15 min Skill: SF: I ELP: Dossier
Mat./Res.: Worksheet 04
<p>Note: This Activity can only be done subsequently to Activity 6.</p> <ol style="list-style-type: none"> Teacher hands out gap text <i>Ki škola</i> (worksheet 04) and asks a child to read and explain the task. Children have about 5 min to complete the poem. Together they compare the results.

Teaching activity 08 Sub-topic 02: <i>Amaro odelenije hem i škola: Cards – Ki škola 1</i>
Duration: 15 min Skill:   SF: I
Mat./Res.: Picture and wordcards worksheet 05
<p>Preparation: Print, laminate and cut out picture and word cards (worksheet 05).</p> <ol style="list-style-type: none"> Children sit in a circle on the floor. Teacher spreads out the picture cards on the floor. Each child gets a word card. Children try to place their word card next to the correct picture card. Teacher returns the correctly placed cards (both picture and word card) to the child who found the correct answer. Incorrectly placed word cards are returned to the children. They try to find the correct place once again. Same procedure until all cards are matched correctly. Steps 2–6 can be repeated several times until the children can match all cards correctly. Finally the teacher collects all cards. He/She shows one picture card at a time, that the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison.
Teaching activity 09 Sub-topic 02: <i>Amaro odelenije hem i škola: Cards – Ki škola 2</i>
Duration: 20 min Skill:   SF: I ELP: p. 42
Mat./Res.: Picture and word cards worksheet 05, magnets, tape
<p>Preparation: Print, laminate and cut out picture and word cards (worksheets 05).</p> <p>Note: This Activity can only be done subsequently to Activity 08.</p> <ol style="list-style-type: none"> Teacher puts word cards on the blackboard (magnets, tape, etc.) and hands out picture cards to the children. He/She asks the children to put the picture cards next to the matching word cards on the blackboard. If a pair of cards is not correct, the group tries to find the correct answer together. Teacher and children translate the words together and the teacher writes it on the blackboard. Children copy new vocabulary to the Language Portfolio (ELP p. 42).
Teaching activity 10 Sub-topic 02: <i>Amaro odelenije hem i škola: Listening comprehension – O Maksi</i>
Duration: 30 min Skill:   SF: I ELP: p. 42
Mat./Res.: Listening comprehension worksheet 06
<ol style="list-style-type: none"> Children hear the listening comprehension <i>O Maksi</i> twice. Children discuss the content with the child sitting next to them. They hear the listening comprehension again. Teacher asks children to remember a word they don't know. Children tell the teacher their words. He/She writes them on the blackboard and translates them. Teacher and children discuss the content of the story. Children add new vocabulary to their ELP (p. 42) and listen to the dialogue once again.
Teaching activity 11 Sub-topic 02: <i>Amaro odelenije hem i škola – O Maksi</i>
Duration: 15 min Skill:    SF: P, I ELP: Dossier
Mat./Res.: Worksheet 07
<p>Note: This Activity can only be done subsequently to Activity 10.</p> <ol style="list-style-type: none"> Teacher hands out worksheet <i>O Maksi</i>. Children try to match the pictures to the correct sentences together with the child sitting next to them. Teacher reads the sentences and asks which picture they belong to as a check.

Teaching activity 12 Sub-topic 02: <i>Amaro odelenije hem i škola: Dialogue – Šaj ili našti?</i>
Duration: 30 min Skill:  SF: I, P ELP: p. 42
Mat./Res.: Worksheet 10; overhead-projector, transparency pens, transparency
<p>Preparation: Print (or photocopy) worksheet 10 <i>Šaj ili našti</i> on overhead transparency.</p> <ol style="list-style-type: none"> Teacher reads the first dialogue (the pictures and the other dialogues are covered). Children discuss the content of the dialogue in couples. The dialogue stays uncovered so the children can read it again. Teacher and class discuss the content. Teacher writes new or unfamiliar words on the blackboard. Teacher reads the second dialogue. The children discuss the content in pairs again. Teacher and class discuss the content again. Teacher writes new or unfamiliar words on the blackboard. Same procedure for all dialogues. New vocabulary is added to the Language Portfolio (p. 42).
Teaching activity 13 Sub-topic 02: <i>Amaro odelenije hem i škola – Šaj ili našti?</i>
Duration: 20 min Skill:   SF: I ELP: Dossier
Mat./Res.: Worksheet 10
<ol style="list-style-type: none"> Teacher hands out 10 <i>Šaj ili našti?</i> (or children take it out of the Dossier). Working in pairs, the children choose one dialogue that they would like to repeat. Children have 5–10 min to learn the dialogue by heart. Then each couple presents their dialogue.
Teaching activity 14 Sub-topic 02: <i>Amaro odelenije hem i škola – Šaj ili našti?</i>
Duration: 20 min Skill:     SF: G ELP: p. 42
Mat./Res.: Worksheet 10
<p>Note: This Activity can only be done subsequently to Activity 12 or 13.</p> <ol style="list-style-type: none"> Teacher hands out worksheet 10 <i>Šaj ili našti?</i> (or children take it out of the Dossier). Teacher asks a child to read and explain the heading and the task. Children match the short dialogues to the correct pictures. Together they compare the results: Each child reads one dialogue and names the correct picture.
Teaching activity 15 Sub-topic 02: <i>Amaro odelenije hem i škola – O manuša ki škola“</i>
Duration: 15 min Skill:   SF: I ELP: Dossier
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> Teacher hands out worksheet <i>O manuša ki škola</i>. He/She asks a child to read and explain the heading and the task. Teacher and class discuss the terms in the box, then the children try to put the words in the correct order.

Lesson plan 01 Topic: Vocabulary school supplies and items
TA-Nr.: 01 Learning objectives: Expansion and revision of vocabulary.
Duration: 20 min Skill:   SF: I ELP: Dossier
Mat./Res.: Picture and word cards worksheet 11
Preparation: Print and cut out picture and word cards (worksheet 11). 01. Children sit on the floor in a circle. 02. Teacher spreads out the picture cards in the middle of the circle. Each child gets a word card. 03. Children try to put their word card next to the correct picture card. 04. Teacher returns the correctly placed cards (both picture and word card) to children who found the correct order. 05. The incorrectly placed word cards are handed back to the children who then try to find the correct place again. 06. Same procedure until all cards have been matched correctly. 07. Steps 2 to 6 can be repeated several times, until the children can match all cards correctly. 08. Finally the teacher collects all the cards. He/She shows one picture card at a time, that the children have to name. If necessary, he/she can say the words first and the children repeat them in unison.
TA-Nr.: 02 Learning objectives: Expansion and revision of vocabulary.
Duration: 15 min Skill:   SF: I, G ELP: Dossier
Mat./Res.: Worksheet 01
01. Teacher hands out worksheet <i>Amaro školakoro pribori</i> and explains the task. 02. Children have about 5–10 min to complete the task. 03. The results are compared within each group
TA-Nr.: 04 Learning objectives: Understanding short dialogues.
Duration: 15 min Skill:   SF: I ELP: Dossier
Mat./Res.: Worksheet 02
01. Children form couples. 02. Teacher hands out worksheet 02 <i>Ko amaro odelenije</i> . 03. Teacher explains the task: Children have 10 min to complete the brief dialogues in pairs. 04. Each pair reads an example to check their answers. The teacher writes the missing words on the blackboard.

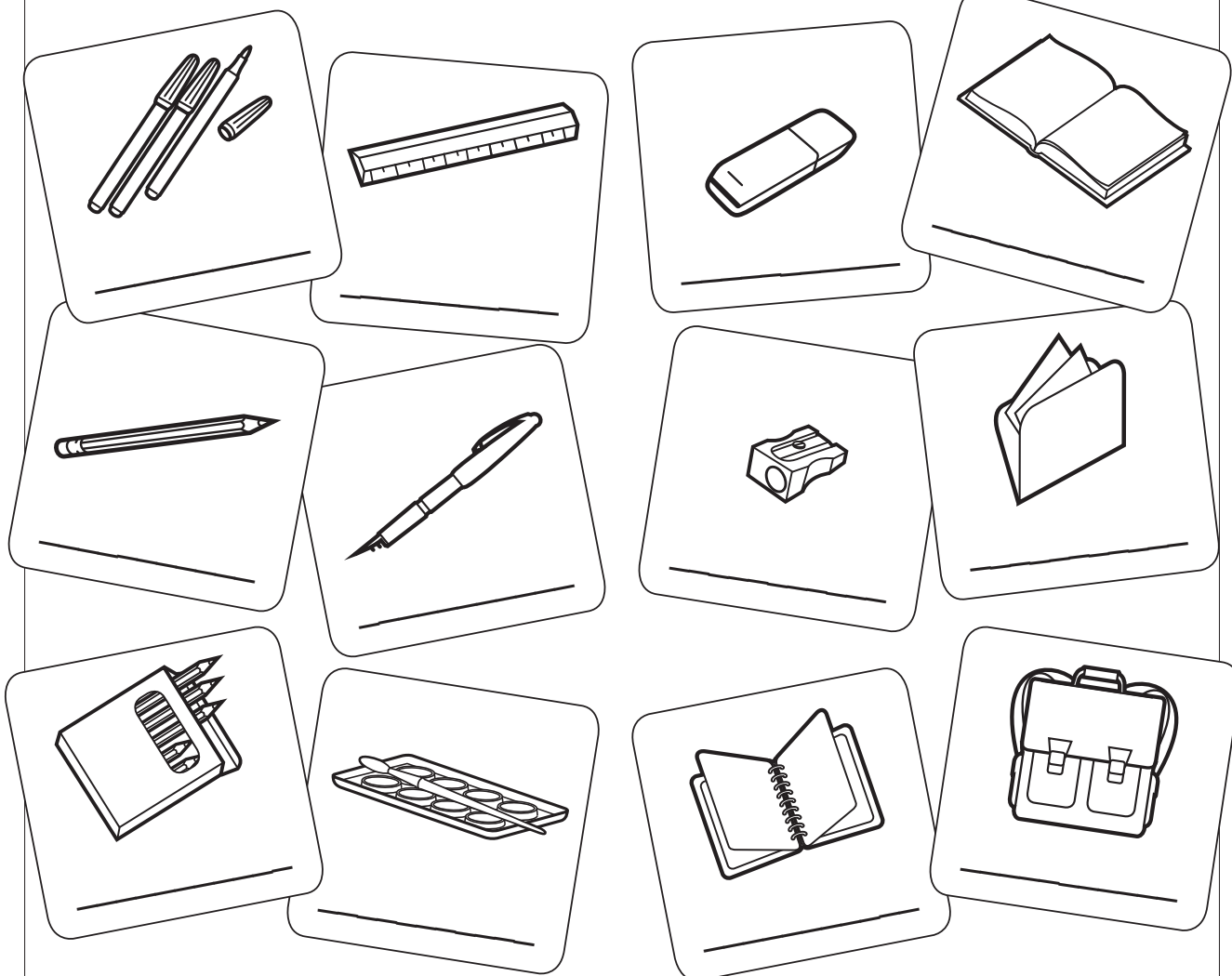
Lesson plan 02 Thema: The verb (1st person PL)
TA-Nr.: 05 Learning objectives: Forming 1st person PL.
Duration: 30 min Skill:   SF: I, P ELP: Dossier
Mat./Res.: Poem worksheet 03
<ol style="list-style-type: none"> 01. Teacher hands out worksheet 03 <i>Ki škola</i> and asks the children to read the poem quietly. 02. Children discuss the content with the child sitting next to them. 03. Children read through the poem quietly once again and then discuss its content with another child (What could this mean? What is it about?). 04. Each pair chooses one word that they don't know and tell it to the teacher. 05. Teacher writes the word and its translation on the blackboard. 06. Children read the poem quietly once again to understand it better. 07. Teacher discusses the content of the poem with the children. 08. Children copy new words from the blackboard to the Language Portfolio (ELP p. 42).
TA-Nr.: 06 Learning objectives: Forming 1st person PL.
Duration: 20 min Skill:   SF: I
Mat./Res.: Poem worksheet 03
<ol style="list-style-type: none"> 01. Teacher hands out worksheet 03 <i>Ki škola</i> (or the children take it from the Dossier). 02. Task: Children highlight all words with the ending <i>-ja</i>. 03. Children tell these words to the teacher. He/She writes them on the blackboard in a list. 04. Teacher asks the children if they know what kind of words these are (nouns, adjectives, verbs, ...). 05. Teacher explains that these are verbs and highlights the ending <i>-ja</i> in every word. He/She asks the group why he/she has highlighted these endings. The aim is that the children find out that these verbs stand in 1st pers. PL and that the PL in Romanes ends on <i>-ja</i>. 06. Teacher writes the translation of the words and the grammatical rule on the blackboard: 1st pers. PL (we) = Ending <i>-ja</i>. 07. Children copy from blackboard.

Mlo anav _____

Amaro školakoro pribori

O

I



o bojce

i knjiga

o flomasterija

i tetratka

o nalivpero

i papka/mapa

o lenjiri

i tašna

o molivi

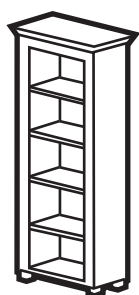
i guma

o vodeno bojce

i oštrilka

So isi ko amore odelenije

So i tano akava?

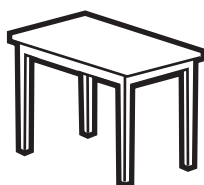
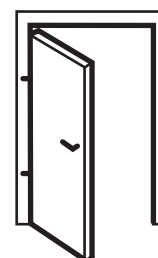


Akava i tano →



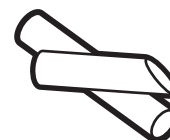
← Akava i tano .

Akava i tano →



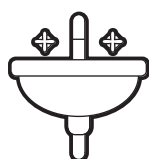
← Akava i tano .

Akava i tani →



← Akava i tani .

Akava i tani →



← Akava i tano .

Akava i tano →

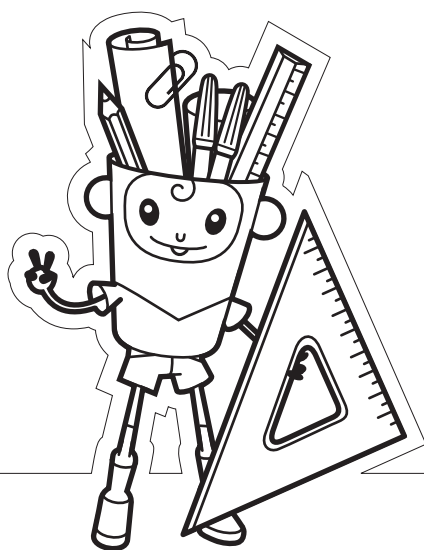


i kreda	o sunđer	o udar
i kanta	o umivalniko	o regali
o saati	i klupa	i tabla

Mlo anav _____

Ki škola

Ki škola amen džaja,
oduri sa sikljovaja.
Pišinaja, dženaja,
E dajake hem dadese
but sreča anaja,
keda šukar sikljovaja.



Mlo anav _____

Ki škola

Dodajin akala lafija ko teksti!

Ki škola amen _____,

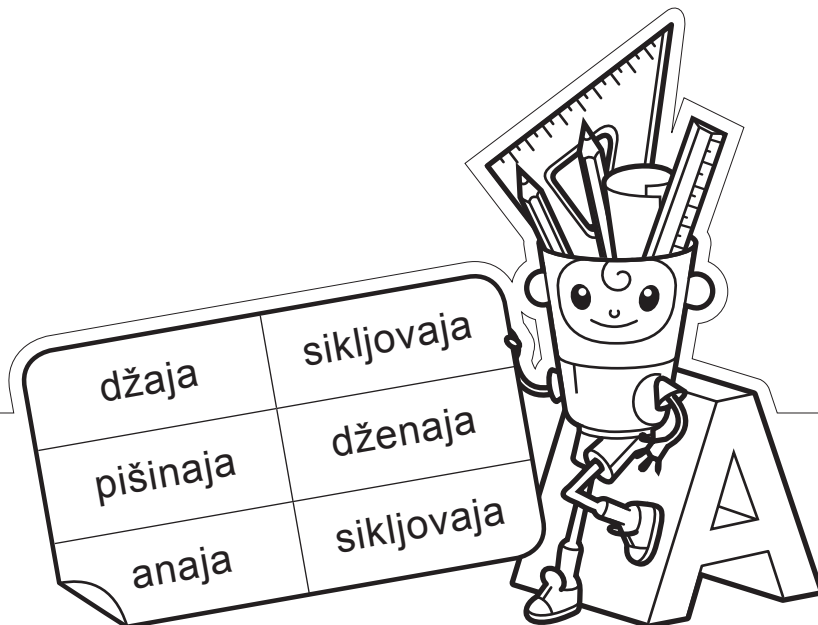
oduri sa _____.

_____, _____,

E dajake hem dadese

but sreča _____,

keda šukar _____.



pišinaja

sikljovaja

bojinaja

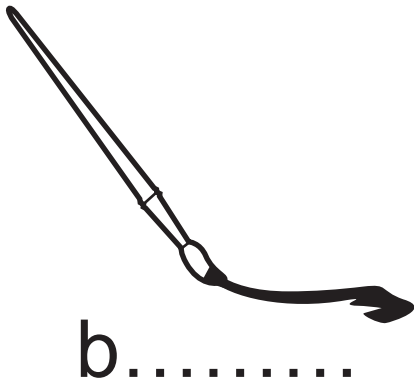
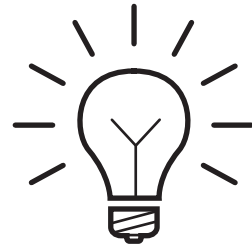
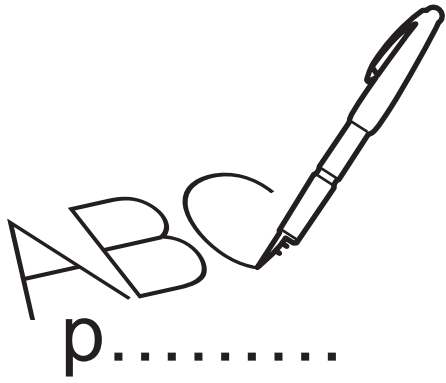
dženaja

čitinaja

računinaja

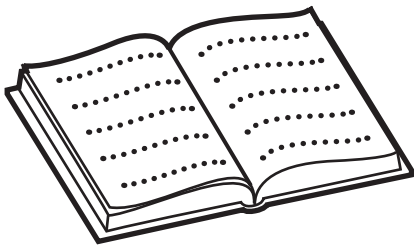
džilabaja

čhelaja



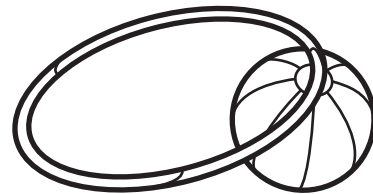
1,2,3,4,...

d.....



$2 \times 5 = \underline{\quad}$

r.....



Ko Maksi – Mlo školakoro dive

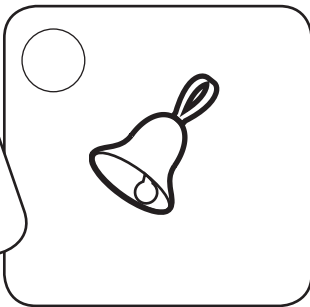
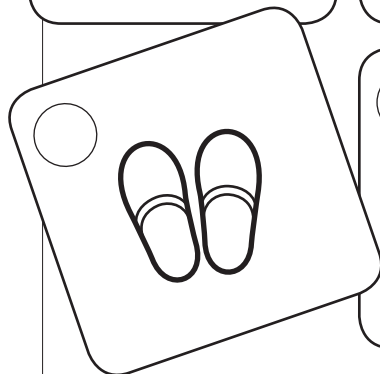
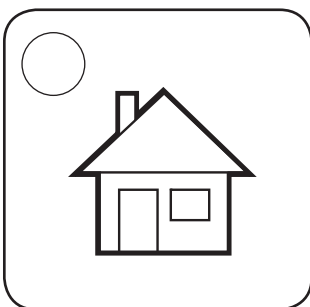
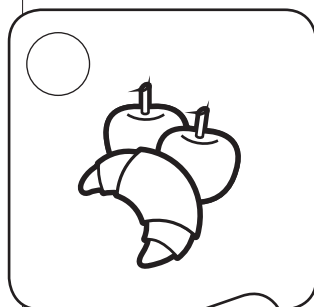
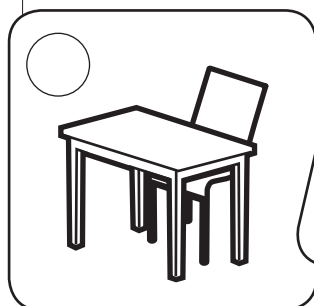
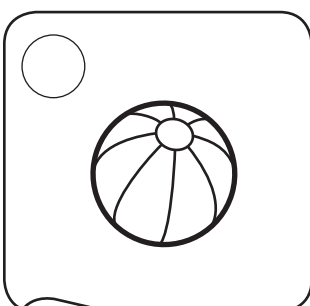
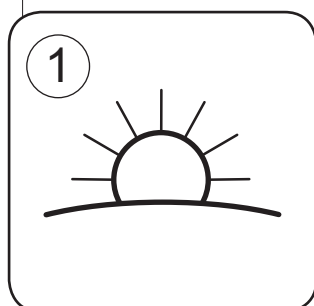
Sabale uštela o Maksi hem urjavi pe. Lesiri daj dela le i užina hem ov džala ki škola. Oduri urjavi ple papuče hem džala ko plo odelenije, 2b. Ov pozdravini ple učitelka hem džala ko plo than. Kotar i tašna ikali plo školakoro pribori. Keda počmini o časi, ov bešela ko plo than hem šunela e učitelka. Keda zvonini o zvono, isi len pauza. Ki pauza šaj te hal pli užina ili te čhelel pese e amalencar. Keda završini i škola o Maksi džala čhere.

In the morning Maksi gets up and puts his clothes on. His mother gives him his snack for lunchbreak and he goes to school. There he puts on his slippers and goes to his classroom, the 2b. He greets his teacher and takes a seat. He takes his school things out of his schoolbag. When the lesson starts he sits and listens to the teacher. When the bell rings, they have a break. At lunchbreak he can have his snack or play with his friends. When school is over, Maksi goes home.

Mlo anav _____

Ko Maksi – Mlo školakoro dive

Čitin o rečenice hem pišin lengere brojia ki točno slika!



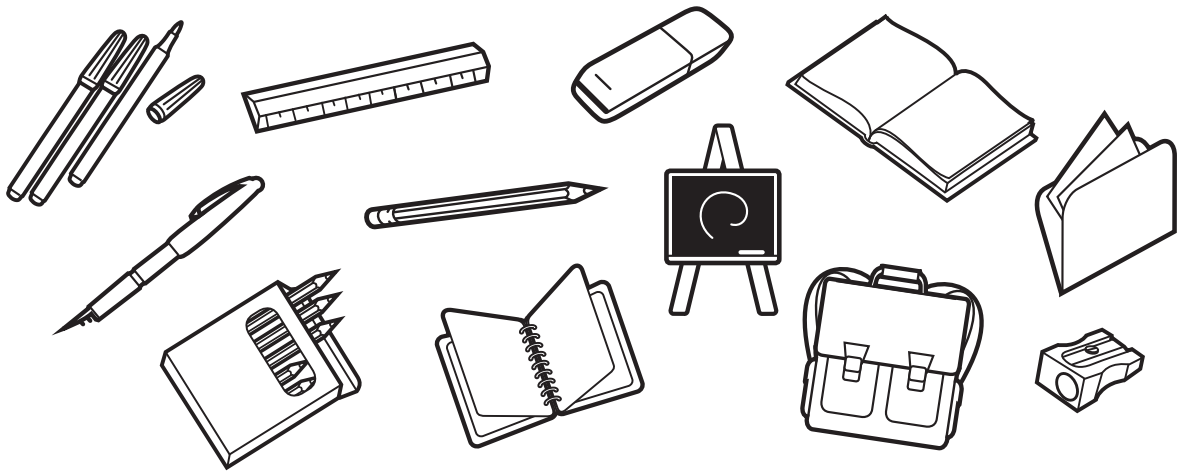
1. Sabale uštela o Maksi hem urjavi pe.
2. Lesiri daj dela le i užina hem ov džala ki škola.
3. Oduri urjavi ple papuče hem džala ko plo odelenije, 2b.
4. Ov pozdravini ple učitelka hem džala ko plo than.
5. Kotar i tašna ikali plo školakoro pribori. Keda počmini o časi, ov bešela ko plo than hem šunela e učitelka.
6. Keda zvonini o zvono, isi len pauza.
7. Ki pauza šaj te hal pli užina ili te čhelel pese e amalencar.
8. Keda završini i škola o Maksi džala čhere.

Mlo anav _____

Amaro školakoro pribori

1. Arak o anava akale bučenge!

sldkgjbojceldkfjknjigasdlkfflomasterijaeriojjctba
stetratkavkniernalivperodelkfjppapkavfouizbma
palrktjlenjirifovibztašnaoxvizmoliviölerogumav
tablautoštrilkaklejh



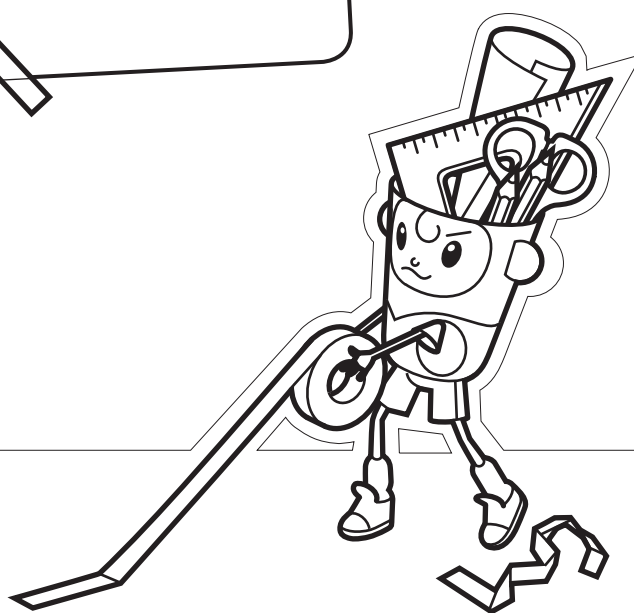
2. Napišin o anava so arakhljan!

Mlo anav _____

Amaro školakoro pribori

Ki škola arakheja razno manušen.

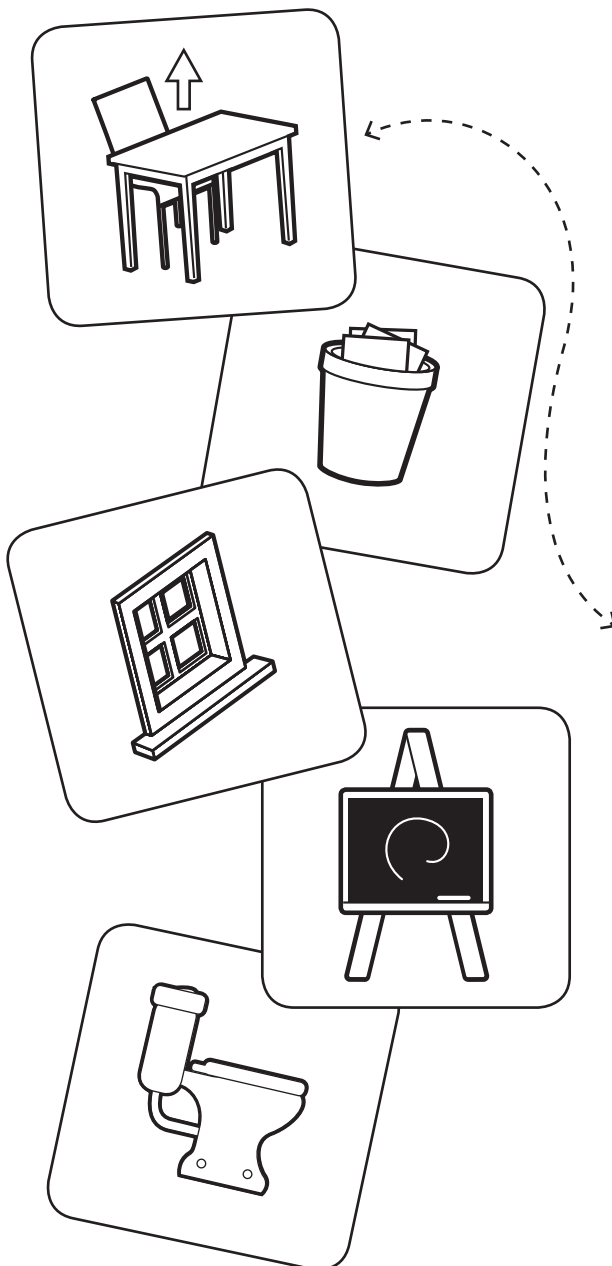
Akate i tane lengere anava:



Mlo anav _____

Šaj ili našti?

So mangena o čhave? Cide linije dži ki točno slika!



So mangeja Marijo?

Šaj li te džav ko WC

Šaj! Dža ko WC!

So mangeja Suzi?

Šaj li te džav te frdav o lil?

Našti! Ma frde o lil.

So mangeja Mimi?

Šaj li te uštav?

Šaj! Ušti hem dža ko
tle roditelija!

So mageja Lili?

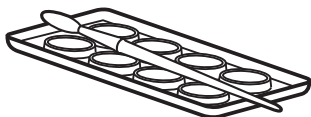
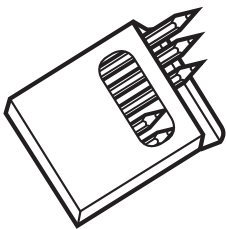
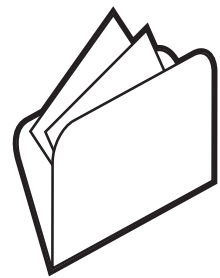
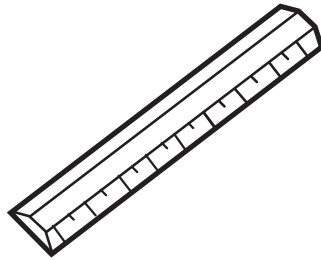
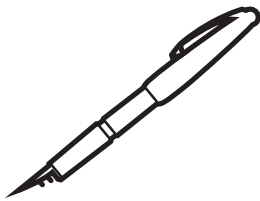
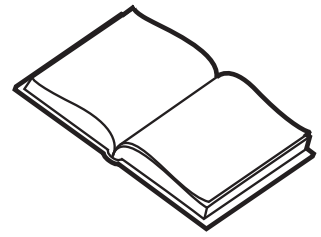
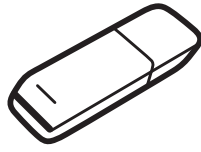
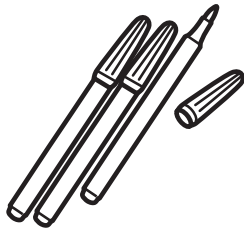
Šaj li te phravav o džami?

Šaj Lili, Dža phrav o džami.

So mangeja Ivi?

Šaj li te khosav i tabla?

Našti Ivi. Ma khos i tabla!



o bojce

i knjiga

o flomasterija

i tetratka

o nalivpero

i papka/mapa

o lenjiri

i tašna

o molivi

i guma

o vodeno
bojce






i oštrilka

Topic (CFR): TRANSPORT AND TRAVEL

Sub-topic 01: *Sovaa cidaja drumo* (How do we travel?)

Sub-topic 02: *O boje* (The colours)

Working with the CFR – Learning objectives

Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can recognize and understand basic words that refer to different modes of transport (train, car, plane, etc.) when they are spoken or read aloud. ✓ Can recognise and understand the basic words that refer to travel and transport in Roma culture.
	<ul style="list-style-type: none"> ✓ Can recognize and understand labels on pictures and posters depicting modes of transport. ✓ Can identify and understand basic words to do with transport in a simple text. ✓ Can recognise the words that refer to the modes of transport typically used by Roma groups when travelling (e.g. van, wagon, caravan).
	<ul style="list-style-type: none"> ✓ Can respond briefly using gesture if necessary, when asked: How did you come to school today?. ✓ When prompted by the teacher and supported by pictures, can use basic words (including the vocabulary of colour, size and shape) and simple phrases to describe different forms of transport. ✓ Can give non-verbal, one-word or simple answers to questions about how he/she has travelled and whether or not he/she has made a long journey with the family.
	<ul style="list-style-type: none"> ✓ Can use key words and simple phrases to name different modes of transport depicted in posters and pictures. ✓ Can use key words and simple phrase to name the modes of transport depict in traditional and modern pictures of travelling Roma groups.
	<ul style="list-style-type: none"> ✓ Can copy or write key words relating to transport and travel. ✓ Can label a picture of poster that depict different modes of transport. ✓ Can copy from the board short sentences to do with transport (e.g. I come to school each day by bus). ✓ Can copy or write the key words relating to traditional and modern Roma travel.

Working with the ELP

Dossier: p. 39 | Worksheet 01, 02, 04, 05, 08, 10, 12, 14

Vocabulary Sub-topic 01: <i>Sovaa cidaja drumo</i>			
Active			
<i>o grastane vrda</i>	the carriage	<i>avela (irani pe) kotar o drumo</i>	to return from a journey
<i>o vrda</i>	the car	<i>nekad, porano</i>	once
<i>o avijoni</i>	the plane	<i>akana</i>	now
<i>o vozi</i>	the train	<i>cidela</i>	to pull
<i>o motori</i>	the motorbike	<i>činela</i>	to buy
<i>o tramvaji</i>	the tram	<i>i karta</i>	the ticket
<i>o metro</i>	the underground	<i>o automati</i>	the ticket machine
<i>o točko</i>	the bicycle	<i>ko šalteri kartenge</i>	the ticket counter
<i>o autobusi</i>	the bus	<i>Šužo dive!</i>	Hello!
<i>o karavani</i>	the caravan	<i>Šaj te den ma ...?</i>	Could I please have ...?
<i>Keda?</i>	When?	<i>Ov sasto!</i>	Thank you!
<i>Kozom? Kobor?</i>	How much?	<i>o peroni</i>	the platform
<i>Kote?</i>	Where?	<i>o than</i>	the place
<i>Sovaa?</i>	On what?	<i>o aerodromi</i>	the airport
<i>Kotar?</i>	Where from?	<i>i autobusko stanica</i>	the coach station
<i>džala</i>	to go	<i>i željezničko stanica</i>	the train station
<i>dželo (...hine)</i>	he/she went	<i>o taksi, i taksa</i>	the taxi
<i>džala ko drumo/ cidela</i>	to travel		
Vocabulary Sub-topic 02: <i>O boje</i>			
Active			
<i>lolo</i>	red	<i>sivo</i>	grey
<i>zeleno</i>	green	<i>liljakovo</i>	purple
<i>plavo, modro</i>	blue	<i>pomarandžasto</i>	orange
<i>kalo</i>	black	<i>rozevo</i>	pink
<i>žuto</i>	yellow	<i>parno</i>	white
<i>kafejava</i>	brown	<i>šarimo</i>	multi-coloured

Grammar	
Active	Passive
Prepositions: analytic vs. synthetic Instrumental case: <i>e vrdancar, e vozeja, ...</i> Prepositions: <i>ko aerodromi, ki stanica</i>	Present perfect tense

Teaching activity 01 | Sub-topic 01: Sovaa cidaja drumo – MemoryDuration: 30 min | Skill:   | SF*: I

Mat./Res.: Picture and word cards worksheet 03

Preparation: Print, laminate and cut out picture and word cards (worksheet 03).

01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards on the floor. Each child is given a word card.
03. The children try to put their word card next to the correct picture card.
04. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer.
05. The incorrectly placed word cards are handed back to the children who then try again to find the correct place.
06. This is repeated until all cards have been matched correctly.
07. Steps 2 to 6 can be repeated several times until the children can match all cards correctly.
08. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison.

Teaching activity 02 | Sub-topic 01: Sovaa cidaja drumo – Sovaa džana o manuša ko drumoDuration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 01

Note: Activity 02 is recommended to be subsequent to Activity 01.

01. The teacher hands out worksheet 01 and discusses the task: Connect the words with the correct pictures.
02. The children have five minutes to complete the worksheet.
03. Together, the results are compared.










Teaching activity 03 | Sub-topic 01: Sovaa cidaja drumo – Sovaa džana o manuša ko drumoDuration: 30 min | Skill:    | SF: I

Mat./Res.: Worksheet 03

Note: Activity 03 is recommended to be subsequent to Activity 02.

01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards on the floor.
03. The teacher says: *Me džava e vrdancar ki škola*, and points to the corresponding picture card.
04. The teacher now asks one of the children: *Sovaa džaja tu ki škola?*
05. The child answers (if he/she only responds with one word, then the teachers helps him/her to form a complete sentence: *Me džava e ... ki škola (autobuseja, metroja, ...)*, and points at the correct picture card.
06. The teacher again says: *Me džava e vrdancar ki škola*, and asks the next child: *Sovaa džaja tu ki škola?*
07. The child answers and points at the correct picture card.
08. This is repeated until all children have had a turn.

*SOCIALFORM (SF): group work - G | partner work - P | individual work - I

Teaching activity 04 Sub-topic 01: <i>Sovaa cidaja drumo – Sovaa džaja ki škola?</i>
Duration: 20 min Skill:    SF: I
Mat./Res.: Worksheet 11
<p>Note: Activity 04 is recommended to be subsequent to Activity 03.</p> <ol style="list-style-type: none"> 01. The teacher hands out worksheet 11 <i>Sovaa džaja ki škola</i> (How do you get to school?). 02. One of the children reads out the heading. The group discusses the task: Draw how you get to school. 03. The children have about five to ten minutes to draw the means of transport, then the drawings are attached to the blackboard. 04. The teacher asks each child to present their drawing by walking up to the blackboard, pointing at their picture and saying: <i>Me džava e tramvajea (e autobuseja, ...) ki škola.</i> 05. All drawings displayed in the classroom.
Teaching activity 05 Sub-topic 01: <i>Sovaa cidaja drumo – Ko drumo ki mli tetka</i>
Duration: 45 min Skill:   SF: I ELP: Dossier
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> 01. The teacher hands out the text <i>Ko drumo ki mli tetka</i> and asks a child to read out the heading. 02. Together the group discusses the meaning of the heading. 03. The children read out one paragraph after another, the contents are discussed in the group, so that children can understand the story. 04. The children read out the story to their parents as part of their homework. 05. The short story is added to the Dossier.
Teaching activity 06 Sub-topic 01: <i>Sovaa cidaja drumo – Ko drumo ki mli tetka</i>
Duration: 30 min Skill:   SF: G ELP: Dossier
Mat./Res.: Worksheet 12
<p>Note: Activity 06 is recommended to be subsequent to Activity 05.</p> <ol style="list-style-type: none"> 01. The children form groups of three. 02. The teacher hands out the worksheet 12 containing the list of questions about <i>Ko drumo ki mli tetka</i>. 03. The children try to answer the questions with the help of the short story <i>Ko drumo ki mli tetka</i> (worksheet 04) in groups of three. 04. Once finished, each group reads out one of the questions and the correct answer. 05. The teacher writes the correct answers on the blackboard. The children compare their answers. 06. The worksheet is added to the Dossier.
Teaching activity 07 Sub-topic 01: <i>Sovaa cidaja drumo – Sovaa džaja ko drumo?</i>
Duration: 15 min Skill:   SF: I ELP: Dossier
Mat./Res.: Worksheet 05
<ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Sovaa džaja ko drumo?</i> 02. One child reads out the heading and task; the group then discusses the task. 03. The children complete the worksheet. 04. Together, the results are compared. The teacher writes the words on the blackboard to check them. 05. The worksheet is added to the Dossier.

Teaching activity 08 | Sub-topic 01: Sovaa cidaja drumo – Amen pučajaDuration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 02

01. The teacher hands out the worksheet *Amen pučaja*.
02. One child reads out the heading and task. The group then discusses the task.
03. The children have ten to 15 minutes to fill in the worksheet.
04. The children then take it in turns to read out the dialogues. The teacher writes the missing words on the blackboard to check them.
05. The children compare their spelling and add the worksheet to the Dossier.

Teaching activity 09 | Sub-topic 01: Sovaa cidaja drumo – Amen činaja karteDuration: 30 min | Skill:  | SF: I | ELP: Dossier

Mat./Res.: Worksheet 08

01. The teacher hands out the worksheet *Amen činaja karte*.
02. One child reads out the heading and task. The group then discusses the task: Blue sentences are to be cut out, read and glued next to the red corresponding words.
03. The children have ten to 15 minutes to complete the worksheet.
04. Then the children read out the questions and answers to the red words to check the order.
05. The worksheet is added to the Dossier.

Teaching activity 10 | Sub-topic 01: Sovaa cidaja drumo – Ko drumijaDuration: 30 min | Skill:   | SF: I | ELP: S. 42

Mat./Res.: Listening comprehension Worksheet 06

01. The teacher plays the listening comprehension twice, the children listen.
02. Then the children discuss the content with the child sitting next to them.
03. The listening comprehension is played again. The children are asked to remember a word which they do not understand.
04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them.
05. The content of the audio is discussed within the group together with the teacher.
06. The children add the new words to the portfolio (p. 42) and finally listen to the dialogue once again.









Teaching activity 11 | Sub-topic 01: Sovaa cidaja drumo – Ko drumijaDuration: 30 min | Skill:   | SF: I

Mat./Res.: Worksheet 07

Note: Activity 11 is recommended to be subsequent to Activity 10.

01. The children are given a worksheet containing the list of questions *Ko drumija*.
02. One child reads out both tasks. The group discusses the task.
03. Working in pairs, the children answer the questions.
04. Each pair then reads out one question and the correct answer.
05. The teacher writes the answers on the blackboard, the children compare their spelling.
06. The worksheet is added to the Dossier.

Teaching activity 12 Sub-topic 01: Sovaa cidaja drumo – Ko drumija
Duration: 45 min Skill: SF: I, P
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Ko šalteri</i> and asks the children to read the dialogue quietly. 02. The content of the text is discussed within the group. 03. Then the class is split into pairs. 04. The children spread out across the classroom and practice reading alternating parts of the dialogue. 05. Then each pair reads out the dialogue to the class. 06. The text is to be read again as part of the children's homework. 07. The worksheet is added to the Dossier.
Teaching activity 13 Sub-topic 01: Sovaa cidaja drumo – Gap fill text Ko šalteri
Duration: 30 min Skill: SF: I ELP: Dossier
Mat./Res.: Worksheet 10
<p>Note: Activity 13 is recommended to be subsequent to Activity 12.</p> <ol style="list-style-type: none"> 01. The children are given the gap fill text <i>Ko šalteri</i> (worksheet 10). 02. The teacher explains the task: Fill in the gaps. 03. The children have ten to 15 minutes complete the task. 04. Then each child reads out one of the completed sentences. 05. The teacher writes the words that were added on the blackboard; the children compare their results. 06. The worksheet is added to the Dossier.
Teaching activity 14 Sub-topic 02: O boje
Duration: 50 min Skill: SF: G
Mat./Res.: Colour and word cards worksheet 13
<p>Preparation: Print, laminate and cut out cards.</p> <ol style="list-style-type: none"> 01. The children sit in a circle on the floor. 02. The teacher spreads out the colour cards on the floor. Each child is given a word card. 03. The children are asked to place their word cards next to the corresponding colour cards. 04. The teacher takes the incorrectly placed cards. The group try to find the correct colour cards. 05. Then the teacher collects all the cards and shows the children one card at a time. The children are asked to name the colour shown. If required, the teacher can also name the colour first and the children then repeat it in unison.
Teaching activity 15 Sub-topic 02: O boje
Duration: 15 min Skill: SF: I ELP: Dossier
Mat./Res.: Worksheet 14, colouring pens
<p>Note: Activity 15 is recommended to be subsequent to Activity 14.</p> <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O boje</i> and explains the task: The fields are to be coloured in correctly. 02. The children have about ten minutes to colour in the worksheet. 03. Then the group discusses how the boxes were coloured in. 04. The worksheet is added to the Dossier.

Lesson plan 01 Topic: Vocabulary acquisition <i>Sovaa cidaja drumo</i>
TA-Nr.: 03 Learning objectives: Expansion of vocabulary, introduction to a new topic
Duration: 30 min Skill:    SF: I
Mat./Res.: Picture cards worksheet 03
<ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher spreads out the picture cards on the floor. 03. The teacher says: <i>Me džava e vrdancar ki škola</i> and points to the corresponding picture card. 04. The teacher now asks one of the children: <i>Sovaa džaja tu ki škola?</i> 05. The child answers (if he/she only responds with one word, then the teachers helps him/her to form a complete sentence: <i>Me džava e ... ki škola (autobuseja, metroja, ...)</i> and points at the correct picture card. 06. The teacher again says: <i>Me džava e vrdancar ki škola</i> and asks the next child: <i>Sovaa džaja tu ki škola?</i> 07. The child answers and points at the correct picture card. 08. This is repeated until all children have had a turn.
TA-Nr.: 02 Learning objectives: Building vocabulary
Duration: 20 min Skill:   SF: I, G ELP: Dossier
Mat./Res.: Worksheet 01
<p>Note: Activity 02 is recommended to be subsequent to Activity 01.</p> <ol style="list-style-type: none"> 01. The teacher hands out worksheet 01 and discusses the task: Connect the words with the correct pictures. 02. The children have five minutes to complete the worksheet. 03. Together, the results are compared.
Lesson plan 02 Topic: Preparatory lesson for dialogue <i>Paše pokladnica</i>
TA-Nr.: 08 Learning objectives: Understanding the content of short read dialogues
Duration: 20 min Skill:   SF: I ELP: Dossier
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Amen pučaja</i>. 02. One child reads out the heading and task; the group then discusses the task. 03. The children have ten to 15 minutes to fill in the worksheet. 04. The children then take it in turns to read out the dialogues. The teacher writes the missing words on the blackboard to double-check them. 05. The children compare their spelling and add the worksheet to the Dossier.
TA-Nr.: 09 Learning objectives: <i>Getting to know the words in the dialogue “Ko šalteri”</i>
Duration: 30 min Skill:  SF: I ELP: Dossier
Mat./Res.: Worksheet 08
<ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Amen činaja karte</i>. 02. One child reads out the heading and task; the group then discusses the task: blue sentences are to be cut out, read and stuck to the red corresponding words. 03. The children have ten to 15 minutes to work on the worksheet. 04. Then the children read out the questions and answers to the red words to check the order. 05. The worksheet is added to the Dossier.

Sovaa džana o manuša ko drumo

① e autobuseja

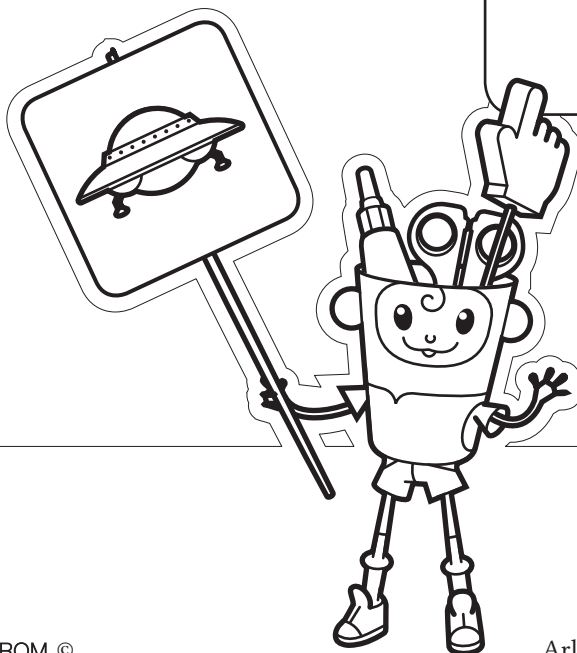
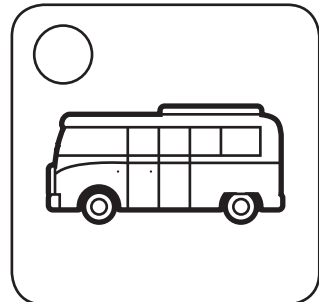
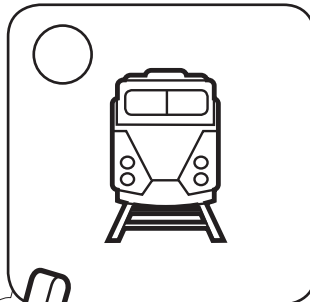
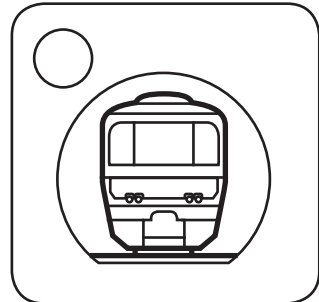
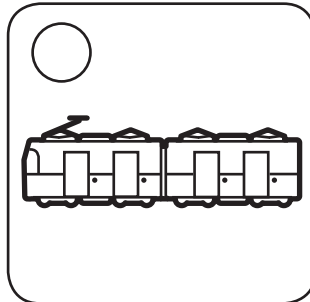
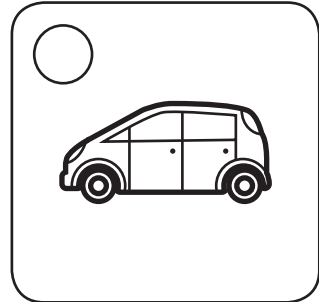
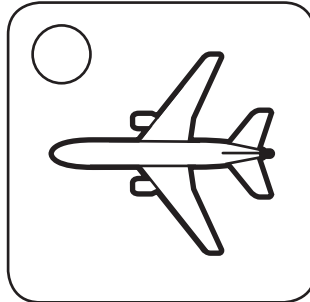
② e avioneja

③ e metroja

④ e vozeja

⑤ e tramvajea

⑥ e vrdancar



Mlo anav _____

Amen pučaja

O boje sikavena tuke kaj pasuinena o lafija!

Pučaja:

keda? | kozom? | kaj? | sovaa? | kotar?

Džanena li _____ cidela o vozi dži ki

Bratislava?

O vozi dži ki Bratislava cidela ko pandž o saati.

Kako, _____ tano o šalteri kartenge?

O šalteri kartenge i tano uzal o informacije.

Miki, _____ džaja ki Kanada?

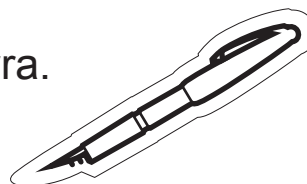
Ki Kanada džava e avioneja.

_____ koštini i karta ko avtomati?

I karta ko avtomati koštini 8 Evra.

_____ aveja Jarko?

Me avav kotar i Viena.



o grastane
vrda

o vrda

o avijoni

o tramvaji

o motori

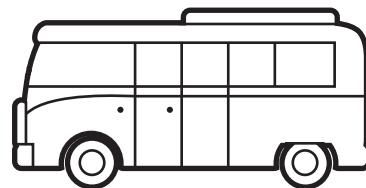
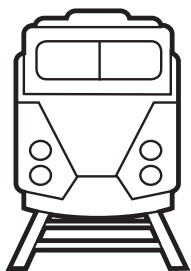
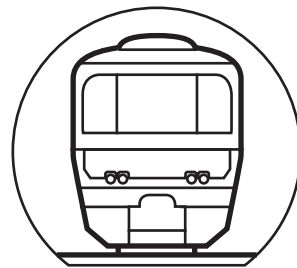
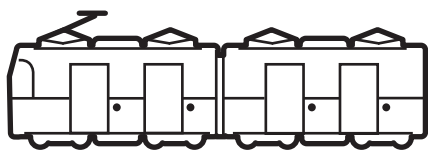
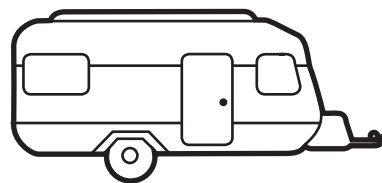
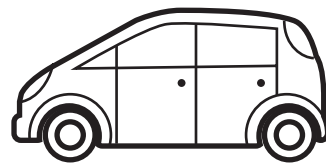
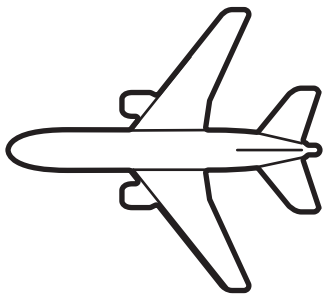
o metro

o točko

o autobusi

o karavani

o vozi



Ko drumo ki mli tetka

Avdije i tano petok hem o Skenderi but radujini pe. Ov jedva adžičeri keda ka džal pe daja ki železničko stanica. On džana ki Tetova, te dikhen e tetka Vaska.

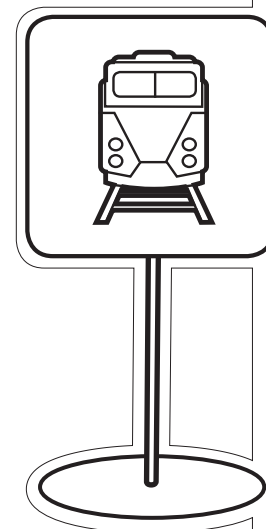
O Skenderi hem lesiri daj džana vozeja ko drumo. Olenge valjani pandž saatija kotar i Beograd dži ki Kumanovo. O Skenderi phenela pe dajake: „Mamo, sidžar! Ake i tano dešuduj o saati.“ „Adžičer Skender, ma dara, isi amen vreme. O vozi cidela ko dešuštar o saati. Pohari!“

Keda on resle ki stanica, hine več dešutrin tekvaš o saati. E Skenderesiri daj dželi te činel o karte vozese. O Skenderi adžičerdža pe daja kaj o kuferija hem o tašne.

„Hajde džaja“, phenela e Skenderesiri daj. „Kaj džaja mam?“ „Džaja te dikha ko savo peroni ačhola o vozi dži ki Tetova. Lengoro vozi ačhola ko dujto peroni.“

I gadži več phenela ko razglas, kaj o vozi reslja hem terdžola ko plo than hem kaj več šaj o manuša te khuyen andre. On resle ko dujto peroni. Akana mora te dikhen ki karta kaj tane lengere thana.

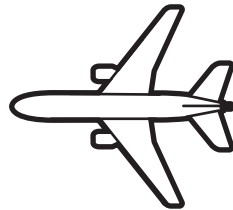
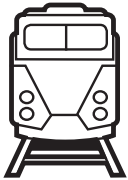
Olen isi len than ko trito vagoni, o thana efta hem ofto. O Skenderi bešlja ko than ofto, pošto ki odoja strana hine o džami. Hem on več cidindže.



Mlo anav _____

Sovaa džaja ko drumo?

Pišin o lafija so falinena!

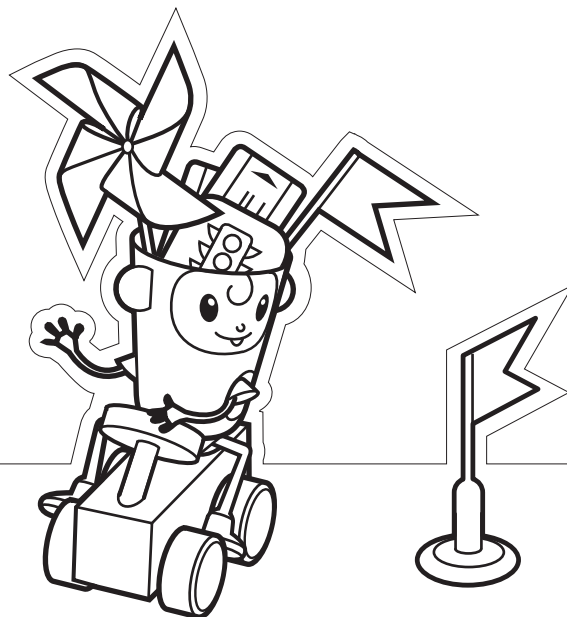


Alija džala _____ vozeja _____ dži ki Tetova.

Alija džala _____ dži ki Viena.

Alija džala _____ dži ki Kanada.

Alija džala _____ dži ki Skopja.



Ko drumija

Nekad o Roma džana hine ko drumija. Džana hine palo pošužo dživdipe. Ko drumo džana hine e grastane vrdancar.

Hem akana dani, dajek Roma živinena ko drumija. On više na džana ko drumija e grastane vrdancar. Avdije isi e Romen karavanja. Ko karavani i lenge tato, isi len kaj te soven, isi len kujna, astali, čenefi, pani hem tikno kupatilo.

O grasta na cidena više o karavani. E karavane cidena akana o vrda.

Ko drumija

1) Čitin o teksti!

Nekad o Roma džana hine ko drumija. Džana hine palo pošužo dživdipe. Ko drumo džana hine e grastane vrdancar.

Hem akana dani, dajek Roma živinena ko drumija. On više na džana ko drumija e grastane vrdancar. Avdije isi e Romen karavanja. Ko karavani i lenge tato, isi len kaj te soven, isi len kujna, astali, čenefi, pani hem tikno kupatilo.

O grasta na cidena više o karavani. E karavane cidela akana o vrda.

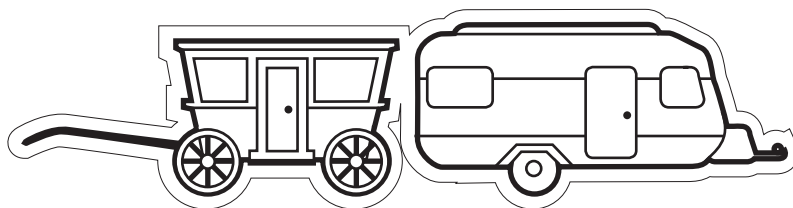
2) Šaj li odgovorine!

Sovaa džana hine nekad o Roma ko drumija?

Save vrda hine olen?

Sovaa džana akana o Roma ko drumija?

So cidela akana o karavani?



Kaj činaja karte?

Čin o rečenice makazencar hem lepin len kaj so pasuinenena!

aerodromi

taksi služba

autobusko
stanica

metro

železničko
stanica

tramvaji

Kaj činaja amenge karta avionese?

I karta avionese činaja amenge ko aerodromi.

Kaj činaja amenge karta autobusese?

I karta autobusese činaja amenge ki autobusko stanica.

Kaj činaja amenge karta vozese?

I karta vozese činaja amenge ki železničko stanica.

Kaj činaja amenge karta taksake?

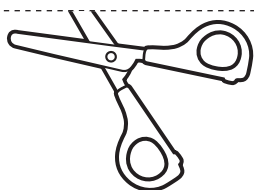
Taksake na valjani amenge karta.

Kaj činaja amenge karta metrose?

I karta metrose činaja amenge ko automati kartenge.

Kaj činaja amenge karta tramvajese?

I karta tramvajese činaja amenge ko automati.



Mlo anav _____

Ko šalteri

Marta: Šužo dive!

E džuvli ko šalteri: Šužo dive!

Marta: Šaj te den man jek karta dži ki Skopja?

Isi tumen li panda than?

E džuvli ko šalteri: Da, isi amen panda than.

Marta: Kozom koštini i karta?

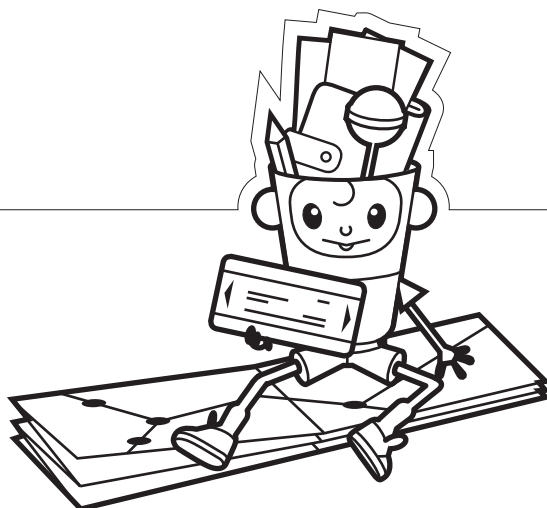
E džuvli ko šalteri: I karta koštini 12 Euro.

Marta: Šukar, den man jek.

E džuvli ko šalteri: Akaja i tani tumari karta!

Marta: Šukar, oven saste! Ačhoven Devleja!

E džuvli ko šalteri: Dža Devleja!



Mlo anav _____

Ko šalteri

Marta: Šužo dive!

E džuvli ko šalteri: _____!

Marta: Šaj te den man jek _____
dži ki Skopja? Isi tumen li panda than?

E džuvli ko šalteri: Da, isi amen
panda _____.

Marta: Kozom koštini i karta?

E džuvli ko šalteri: I karta
_____ 12 Euro.

Marta: Šukar, _____ man jek.

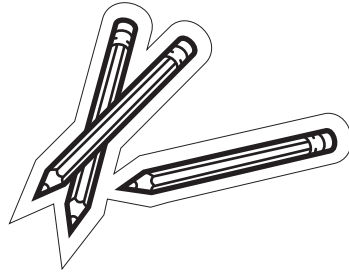
E džuvli ko šalteri: Akaja i tani
tumarikarta!

Marta: Šukar, _____! Ačhoven Devleja!

E džuvli ko šalteri: _____ Devleja!



Mlo anav _____



Nacrtin sovaa džaja ki škola

A large, empty rectangular box with rounded corners, intended for drawing or writing.

A smaller, empty rectangular box with sharp corners, intended for drawing or writing.

Mlo anav _____

Ko drumo ki mli tetka

Dali setineja tut?

Kaj džala o Romani ple dajaja?

Sovaa džana ki tetka?

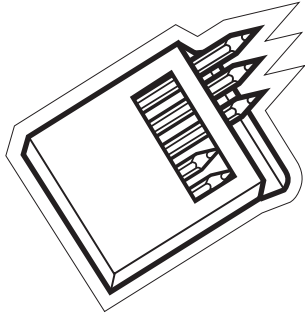
Keda cidela lengoro vozi?

Ko dželo te činel o karte e vozese?

Kotar savo peroni cidela o vozi?

Ko savo than bešlja pese o Romani?





Mlo anav _____

O boje

<input type="radio"/> lolo	<input type="radio"/> sivo
<input type="radio"/> zeleno	<input type="radio"/> ljiljakovo
<input type="radio"/> plavo	<input type="radio"/> pomaran- džasto
<input type="radio"/> kalo	<input type="radio"/> rozevo
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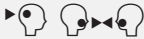
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Arlije_Primary_A1_AT_eng_unit-08
Topic (CFR): FOOD AND CLOTHES
Sub-topic 01: O šėja – Clothes Sub-topic 02: O habe – Food

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can recognize and understand the words for key items of clothing (coat, shoes, etc.). ✓ Can recognize and understand the words for the key items of clothing for school. ✓ Can recognize and understand the words for key items of food typically brought to school by pupils (e.g. sandwich, apple). ✓ Can understand routine classroom instructions about food or clothing (e.g. Take off your shoes if they are wet). ✓ Can recognize the words for key items of clothing traditionally worn by Roma people. ✓ Can recognize the words for key items of food typically eaten in Roma homes and for Roma celebrations.
	<ul style="list-style-type: none"> ✓ Can recognize and understand the names of basic foods. ✓ Can recognize and understand the names of the principal items of clothing. ✓ Can recognize and understand the key words for foods used in the home. ✓ Can recognize and understand the importance of the key items of traditional clothing when used in a story or other written text.
	<ul style="list-style-type: none"> ✓ Can request basic items of food/drink in a school canteen, market or shop. ✓ Can ask how much an item costs. ✓ Can respond nonverbally (e.g. with a nod or shake of the head) or with single word or very brief answers to questions about the food/drink and clothes he/she likes or dislikes. ✓ Can request food or drink in the home or community with appropriate politeness. ✓ Can respond with single words or nonverbally to indicate the foods he/she likes in a family or social context.
	<ul style="list-style-type: none"> ✓ Can use key words and simple phrases/sentences to describe likes and dislikes (e.g. I do not like green apples, I like my new coat). ✓ Can use key words and simple phrases/sentences to express likes and dislikes in relation to food and clothing in the family or community.
	<ul style="list-style-type: none"> ✓ Can copy or write lists of different foods, categorizing these as appropriate (fruits, vegetables, meats, etc.). ✓ Can copy or write lists of clothing according to contexts of use (e.g. outdoor, indoor, school, sports). ✓ Can write or copy single key words in lists of food and clothing used in the home.
Working with the ELP	
Language passport: Activity 15	
Dossier: Worksheet 03, 04, 06 to 09 activity 06, worksheet 02 in the ELP 42	

Vocabulary Sub-topic 01: O šėja			
Active			
<i>i vintijaga, i jakna</i>	the winter jacket	<i>o hulahopke</i>	nylon tights
<i>o fstani</i>	the dress	<i>So uravi o/i ...?</i>	What is he/she wearing?
<i>o šali</i>	the scarf	<i>So uravena on?</i>	What are they wearing?
<i>i majca</i>	the t-shirt	<i>o parno mantili</i>	the white coat
<i>o pantole</i>	the trousers	<i>o odelo</i>	the suit
<i>o gad</i>	the shirt	<i>i kicelja</i>	the apron
<i>i suknja</i>	the skirt	<i>o trenerke</i>	the tracksuit
<i>o čorape</i>	socks	<i>i pižama</i>	pyjamas
<i>o kajiši</i>	the belt	<i>o radničko odelo</i>	the work dungarees
<i>o rukavice</i>	gloves	<i>o šėja</i>	clothes
<i>i šamija</i>	the headscarf	<i>o plava džepe</i>	the blue pockets
<i>o šeširi</i>	the hat	<i>i plavo mašna</i>	the blue bow
<i>i sadik, o kačketi</i>	the cap		
Vocabulary Sub-topic 02: O habe			
Active			
<i>o habe</i>	food, meal	<i>o limoni, o limonja</i>	the lemon(s)
<i>i purum, o puruma</i>	the onion(s)	<i>i šljiva, o šljive</i>	the plum(s)
<i>i šargarepa, o šargarepe</i>	the carrot(s)	<i>o bostani, o bostanja</i>	the watermelon(s)
<i>o patlidžani, o patlidžanja</i>	the tomato(es)	<i>i drakh, o drakha</i>	the grape(s)
<i>i paprika, o paprike</i>	the bell pepper(s)	<i>o ananasi, o ananasja</i>	the pineapple
<i>o muruzi</i>	the corn	<i>i jagoda, o jagode</i>	the strawberry(s)
<i>o grašako</i>	the peas	<i>i pomarandža, o pomarandže</i>	the orange(s)
<i>i sir, o sirja</i>	the garlic	<i>i mandarina, o mandarine</i>	the mandarin(s)
<i>o krompiri, o krompirija</i>	the potato(es)	<i>o lolo kupuzi, o lolo šah</i>	the red cabbage
<i>i zeleno salata, o zelena salate;</i>	the lettuce	<i>o kupuzi, o šah</i>	the white cabbage
<i>i marula, o marule</i>		<i>i dolma, o dolme</i>	stuffed bowels
<i>i boranija</i>	the bean(s)	<i>o zelenčuki</i>	vegetables
<i>i pečurka, o pečurke</i>	the mushroom(s)	<i>o ovošije</i>	fruit
<i>i krastavica, o krastavice</i>	the cucumber(s)	<i>e babakoro habe</i>	Granny's dish
<i>i phabaj, o phabaja</i>	the apple(s)	<i>čeravi/čerela o habe</i>	to cook
<i>i banana, o banane</i>	the banana(s)	<i>Kozom i tano/tani ...?</i>	How much is/are ...? (money)
<i>i trešnja, o trešnje</i>	the cherry(s)	<i>ko pazari</i>	at the market
<i>i kruška, o kruške</i>	the pear(s)		

Grammar	
Active	Passive
Article male/female <i>o/i</i> Plural form and plural article Simple question formation in the present simple and present perfect tense Simple word order: subject-verb-object Verbs: present and perfect tense First and third person singular present simple and present perfect tense	Singular/plural Noun second case Third person singular present simple <i>slavini</i>

Teaching activity 01 Sub-topic 01: O šejja
Duration: 30 min Skill:  SF*: I
Mat./Res.: Picture and word cards worksheet 01
<p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards on the floor. Each child is given a word card. The children try to put their word card next to the correct picture card. The teacher takes the incorrectly placed cards. The group try to put the word cards next to the correct pictures. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison.
Teaching activity 02 Sub-topic 01: O šejja – Questions and answers (picture cards)
Duration: 30 min Skill:  SF: I
Mat./Res.: Picture cards worksheet 01
<p>Note: Activity 02 is recommended to be subsequent to Activity 01.</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards (worksheet 01) on the floor. The teacher says: <i>Sabale me uravdžum i suknja hem i majca</i>, and points at the appropriate picture card. The teacher now asks one of the children: <i>So uravdžan tu?</i> The child answers: <i>Sabale me uravdžum o pantole hem o gad (o fstani, o šali, i šamija, etc.)</i>, and points at the appropriate picture card (if the child responds only with one word, the teachers helps him/her to form a complete sentence). The teacher again says: <i>Sabale me uravdžum i suknja hem i majca</i>, and asks the next child: <i>So uravdžan tu?</i> The child answers and points at the correct picture card. This is repeated until all children have had a turn.

*SOCIALFORM (SF): group work - G | partner work - P | individual work - I

Teaching activity 03 | Sub-topic 01: O šeja – So uravdžan tuDuration: 30 min | Skill:   | SF: I

Mat./Res.: Picture and word cards worksheet 01, blackboard

Note: Activity 03 is recommended to be subsequent to Activity 01 or 02.

01. The teacher writes the following heading on the blackboard: *So uravdžan tu*.
02. Then three sentences are formed together. The teacher writes them on the blackboard.
For example: *Sabale me uravdžum o pantole hem o džemperi. Sabale me uravdžum i suknja hem i majca. Sabale me uravdžum o fstani.*
03. The children copy the sentences.
04. The teacher then attaches the picture cards (worksheet 01) to the blackboard. The words are repeated together and the corresponding word cards are attached to the pictures.
05. The teacher asks the children to write two sentences themselves, following the above pattern.
06. The children then hand in their workbooks. The teacher checks the results (sticker or stamp for great sentences!).

Teaching activity 04 | Sub-topic 01: O šejaDuration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 03

01. The teacher hands out the worksheet *O šeja* and asks a child to read out the heading and the description of the tasks.
02. The group discusses the task. The children then have five to ten minutes to complete the worksheet.
03. Together, the results are compared. The teacher writes the words on the blackboard to check them.
04. The worksheet is added to the Dossier

Teaching activity 05 | Sub-topic 02: O habe – O ovošije hem o zelenčuki 1Duration: 30 min | Skill:   | SF: I

Mat./Res.: Picture and word cards worksheet 02

Preparation: Print, laminate and cut out the cards.

01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards on the floor. Each child is given a word card.
03. The children try to put their word card next to the correct picture card.
04. The teacher takes the incorrectly placed cards. The group try to put the word cards next to the correct pictures.
05. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison.

Teaching activity 06 Sub-topic 02: <i>O habe – O ovošije hem o zelenčuki 1</i>
Duration: 20 min Skill: SF: I ELP: p. 42
Mat./Res.: Picture and word cards worksheet 02, blackboard, chalk, magnets or sticky tape
<p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> The teacher divides the blackboard into two columns and labels both columns: Left column heading: <i>o zelenčuki</i> (vegetables); right column heading: <i>o ovošije</i> (fruits). The headings are discussed, then the teacher hands out the picture cards (worksheet 02) to the children. Then the children are asked to name their pictures one after another and to put them in the correct column on the blackboard. The teacher then hands out the word cards and asks the children to assign them to the correct picture cards. Once all word cards are correctly assigned, the children read out all words in unison. Then the children add the words to their language portfolio (p. 42).
Teaching activity 07 Sub-topic 02: <i>O habe – O ovošije hem o zelenčuki 2</i>
Duration: 20 min Skill: SF: I ELP: Dossier
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> The teacher hands out the crossword puzzle <i>O ovošije hem o zelenčuki</i> (worksheet 04). The teacher asks a child to read out the heading. The group then discusses the task. The children have ten to 15 minutes to complete the worksheet. Together, the results are compared. The teacher writes the words on the blackboard to check them. The worksheet is added to the Dossier.
Lesson plan 08 Sub-topic 01: <i>O šėja</i>
Duration: 20 min Skill: SF: I ELP: Dossier
Mat./Res.: Worksheet 05, colouring pens
<p>Recommendation: This activity is ideal if there is only very little time left at the end of a lesson, because the children can also colour in the worksheet as part of their homework.</p> <ol style="list-style-type: none"> The teacher hands out the colouring page <i>O šėja</i> (worksheet 05). The teacher asks a child to read out the heading and task. Together, the task is discussed: The children are asked to read the task carefully and to colour the clothes in the picture according to the task (e.g. <i>i parni kicelja, i plavo šamija, ...</i>). The children have ten to 15 minutes to colour in the worksheet. Then the worksheets are displayed in the classroom and compared, whether all the drawings are coloured in identically.
Teaching activity 09 Sub-topic 02: <i>O habe – E babakoro habe – Granny’s dish</i>
Duration: 45 min Skill: SF: P, I ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> The teacher hands out the text <i>E babakoro habe</i> (worksheet 06) and asks the children to read the dialogue quietly. The content of the text is discussed within the group. Then the children form pairs and spread across the room and practice reading the dialogue. Then each pair reads out the dialogue to the class. The children are asked to read the text again as part of their homework. The worksheet is added to the Dossier.

Teaching activity 10 | Sub-topic 02: O habe – E babakoro habe – Granny’s dishDuration: 45 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 07

Note: Activity 10 is recommended to be subsequent to Activity 09.

01. The children are given a list of questions about the text *E babakoro habe* (worksheet 07).
02. The teacher explains the task: The questions about the text are to be answered.
03. The children answer the questions in pairs. If required, they can refer to the dialogue *E babakoro habe* (worksheet 06) from the Dossier.
04. Then each pair reads out one question and the corresponding answer.
05. The teacher writes the answers on the blackboard, the children compare the spelling.
06. The children add the worksheet to the Dossier.

Teaching activity 11 | Sub-topic 02: O habe – Ko pazari – At the market 1Duration: 50 min | Skill:   | SF: I, G | ELP: Dossier

Mat./Res.: Worksheet 08, headscarf, apron or coat, a pair of glasses, camera

01. The teacher hands out the text *Ko pazari* (worksheet 08) and asks the children to read the dialogue quietly.
02. The text’s content is discussed together.
03. Then the children form groups of three.
04. The children spread out across the classroom and practice reading the dialogue with their partners.
05. Then the children present the dialogue in front of the class. They are given props to do this: The child playing Marko gets a pair of glasses, the mother gets the headscarf, the vendor gets an apron or a coat.
06. The game can be taped with the camera several times (first run with text, second run without) to record each group’s progress.

Teaching activity 12 | Sub-topic 02: O habe – Ko pazari – At the market 2Duration: 30 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 08

Note: Activity 12 is recommended to be subsequent to Activity 11.

01. The children take the worksheet *Ko pazari* from their Dossier. The teacher asks them to read through the second part of the worksheet.
02. The task is discussed together: Write down what you would put in a salad.
03. The children write down various words.
04. Then the teacher asks the children, which ingredients they use and writes the mentioned words on the blackboard so that the children can compare their spelling.
05. The worksheet is added to the Dossier.

Teaching activity 13 | Sub-topic 01: O šejja – So uravena on?Duration: 30 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 09 | ELP: Dossier

Note: Activity 13 is recommended to be subsequent to Activity 11.

01. The teacher hands out the worksheet *So uravena on?* (worksheet 09) and asks a child to read out the task. Together, the task is discussed: Fill in the answers.
02. A child reads out the first question. Then the group think about which word is missing in the answer.
03. The teacher writes the correct word on the blackboard.
04. Questions 2 to 7 are also completed together (as described in step 2).
05. The worksheet is added to the Dossier.

Teaching activity 14 | Sub-topic 01: O šejja – Ballspiel – So uravena on?Duration: 50 min | Skill:    | SF: I

Mat./Res.: Softball or similar

Note: Activity 14 is recommended to be subsequent to Activity 13.








01. The children sit in a circle.
02. The teacher begins the game: He/she asks a child: *So uravi o dad?* and throws the ball to the child.
03. The child catches the ball and tries to answer: *O dad uravi o gad (e cholov, ...)*.
04. Then he/she returns the ball to the teacher.
05. Now the teacher asks the next child: *So uravi o dad?* and throws the ball to the child.
06. The child answers: *O dad uravi ...*, and returns the ball to the teacher.
07. This is repeated until all children have had a turn.

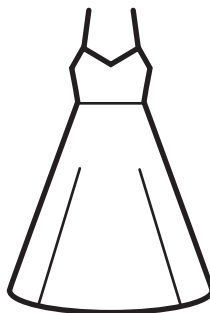
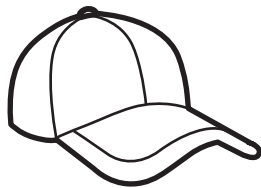
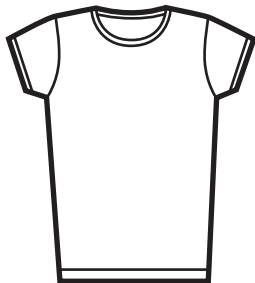
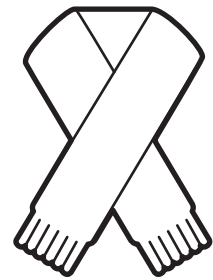
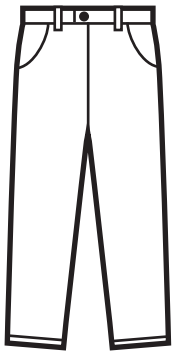
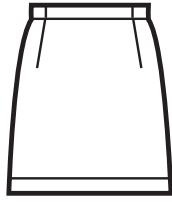
Teaching activity 15 | Sub-topic 01/02: O šejja/O habe – Language Biography Food and clothesDuration: 30 min | Skill:   | SF: I | ELP: S. 30

Mat./Res.: Page 30 Level A1 of the Language Portfolio

Preparation: The teacher designs page 30 Level A1 of the Language Biography according to his/her preferences.

01. After completing Unit 08, the teacher hands out the self-designed checklists.
02. Together, the group reads one point after the other, the children draw an asterisk or similar next to the description of the tasks they can complete (I can ...).
03. The checklist is added to the Language Biography.

Lesson plan 01 Topic: O šejja
TA-Nr.: 01 Learning objectives: building vocabulary, expansion of vocabulary
Duration: 30 min Skill:   SF: I
Mat./Res.: Picture and word cards worksheet 01
<p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher spreads out the picture cards on the floor. Each child is given a word card. 03. The children try to put their word card next to the correct picture card. 04. The teacher takes the incorrectly placed cards. The group try to put the word cards next to the correct pictures. 05. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison.
TA-Nr.: 04 Learning objectives: memorising new vocabulary
Duration: 20 min Skill:   SF: I, G ELP: Dossier
Mat./Res.: Worksheet 03
<ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O šejja</i> and asks a child to read out the heading and the description of the tasks. 02. The group discusses the task, then the children have five to ten minutes to complete the worksheet. 03. Together, the results are compared. The teacher writes the words on the blackboard to check them. 04. The worksheet is added to the Dossier
Lesson plan 02 Topic: E želeňina the e ovoca
TA-Nr.: 05 Learning objectives: building vocabulary, expansion of vocabulary
Duration: 30 min Skill:   SF: I
Mat./Res.: Picture and word cards worksheet 02
<p>Preparation: Print, laminate and cut out the cards.</p> <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher spreads out the picture cards on the floor. Each child is given a word card. 03. The children try to put their word card next to the correct picture card. 04. The teacher takes the incorrectly placed cards. The group try to put the word cards next to the correct pictures. 05. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison.
TA-Nr.: 07 Learning objectives: memorising new vocabulary
Duration: 20 min Skill:  SF: I ELP: Dossier
Mat./Res.: Worksheet 04
<ol style="list-style-type: none"> 01. The teacher hands out the crossword puzzle <i>O ovošije hem o zelenčuki</i> (worksheet 04). 02. The teacher asks a child to read out the heading. The group then discusses the task. 03. The children have ten to 15 minutes to complete the worksheet. 04. Together, the results are compared. The teacher writes the words on the blackboard to check them. 05. The worksheet is added to the Dossier.



i vintijaga,
i jakna

o pantole

o kajiši

o fstani

o gad

o rukavice

o šali

i suknja

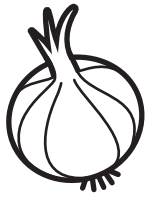
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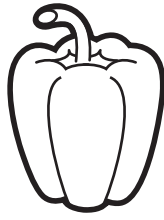
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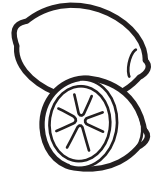
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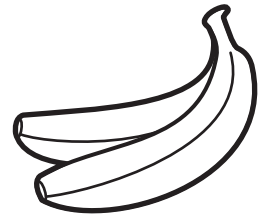
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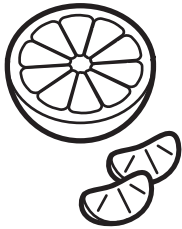
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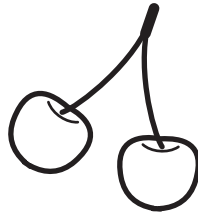
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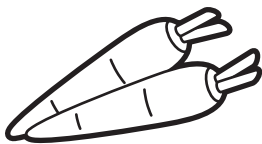
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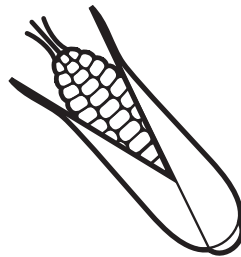
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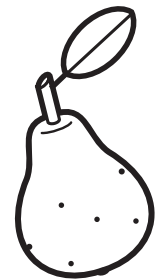
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i banana
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o pomarandže

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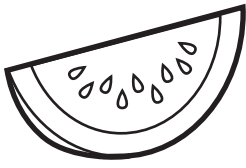
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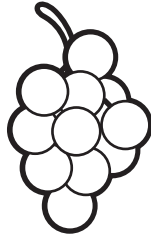
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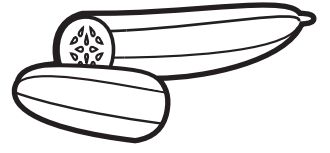
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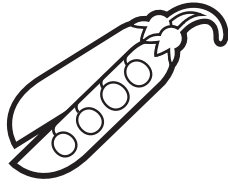
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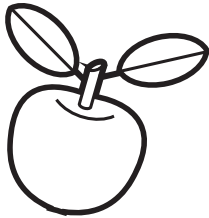
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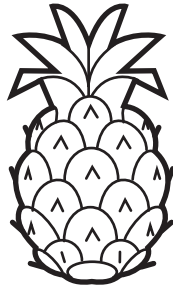
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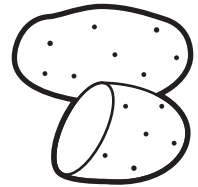
ph



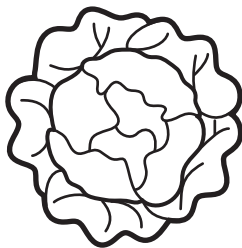
a



k



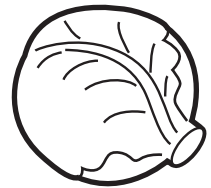
s



š



k



(b)

o bostani
o bostanja

(d)

i drakh
o drakha

(g)

i krastavica
o krastavice

(g)

o grašako

(j)

i jagoda
o jagode

(b)

i boranija

(ph)

i phabaj
o phabaja

(a)

o ananasi
o ananasja

(k)

o krompiri
o krompirija

(s)

i zeleno salata
o zelena salate

(š)

i šljiva
o šljive

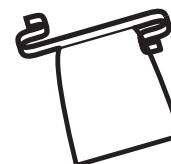
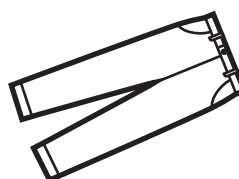
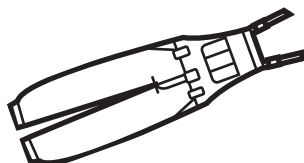
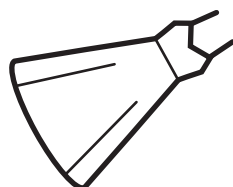
(k)

o kupuzi
o šah

Mlo anav _____

O šeja

Pišin o lafija kaj so pasuinenena!



i vintijaga | o fstani | o šali | i majca | o pantole | o gad
i suknja | o čorape | o kajiši | o rukavice | i šamija | o šeširi
i sadik | o hulahopke | i kicelja | o radničko odelo

O ovošije

A crossword puzzle grid with the following letters filled in:

			O		T		N	I
	L	J	V	E				
	J	A	O		E			
	K		Š	K	A			
			I		O	N	I	
P	H	A		J				
B		N		N	E			

Illustrations of fruits with arrows pointing to letters in the grid:

- Watermelon slice pointing to the 'O' in the top row.
- Walnut pointing to the 'O' in the second row.
- Strawberry pointing to the 'J' in the third row.
- Pear pointing to the 'A' in the third row.
- Apple pointing to the 'J' in the sixth row.
- Orange pointing to the 'O' in the fifth row.
- Banana pointing to the 'N' in the seventh row.

O zelenčuki

MUZIK

KRISTAL

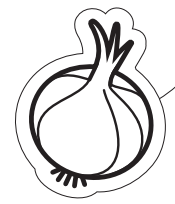




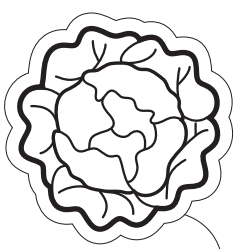
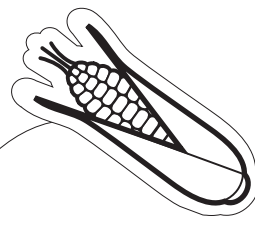
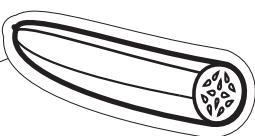
ZELEN

PATAN

PEČURUM

PAPA

KAP

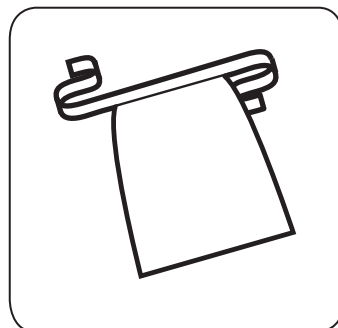
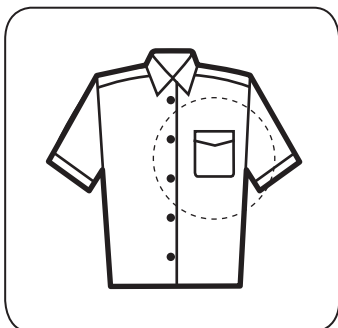
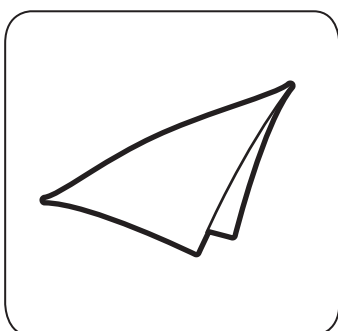
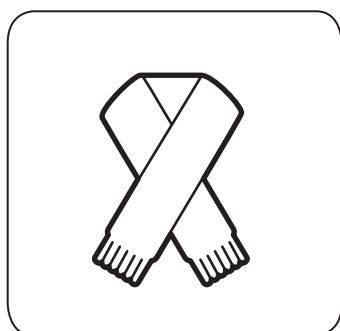


Mlo anav _____

O šeja

Bojin i slika:

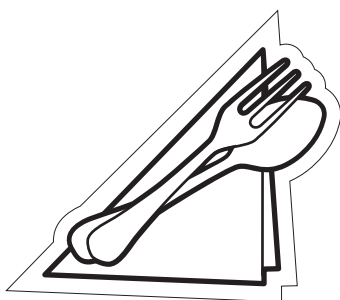
o lolo fstani | i parni kicelja | i plavo šamija
o plava depe | i plavo mašna | o rozeve šali | o žuto čorape



E babakoro habe

I baba avdije čerela habe. Čerela dolme.
O Džemo jedva adžičerela te oven gotovo.

- Dž: Babo, keda ka oven gotova odola dolme?
B: Adžičer Džemo! Akana ka čhivav len te pečon. Bokhalo li hijan?
Dž: Bokhalo hijum. Mi daj čerdža avdije grašako ama me na mangljum te hav.
B: Auuuu, adžičer panda hari. Akana ka oven o dolme. Mangeja li gravo?
Dž: Na mangava babo. Ka adžičerav panda hari. Na dara, na merava bokhatar.
B: Auuuu, tu hijan bengalo čhavo, Džemo.



Mlo anav _____

E babakoro habe

Dali setineja tu?

Savo habe hine ki Džemosiri baba gotovo?

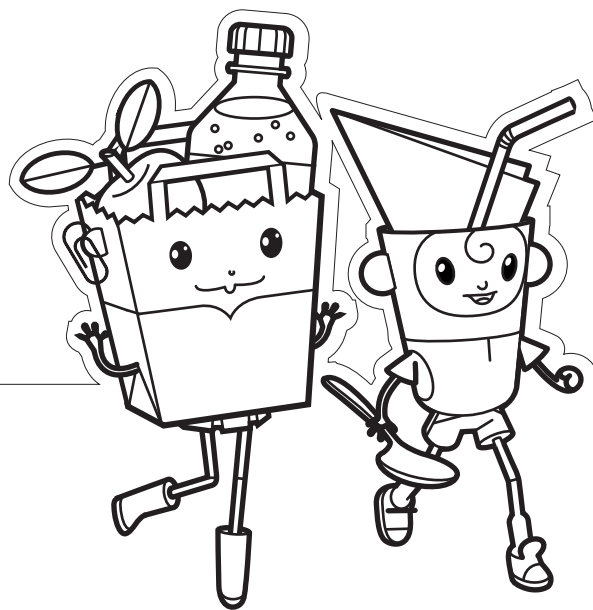
Ki baba hine gotovo o _____.

So čerdža e Džemosiri daj hajbase?

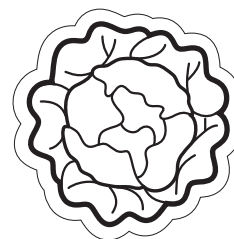
E Džemosiri daj čerdža _____.

Savo habe adžičerdža te hal o Džemo?

O Džemo adžičerdža te hal _____.



Ko pazari



1) Čitin o dialogo!

O Marko phenela: Avdije džala mi daj ko pazari.

Oj džala te činel zelenčuki:

Daj: Kozom tane o patlidžanja?

Predavači: O patlidžanja tane 2 Euro o kilo.

Daj: Den man lendar jek kilo.

Kozom tane o šargarepe?

Predavači: Jek šargarepa tani 20 Centija.

Daj: Den man 3 šargarepe.

O Marko: Mi daj čindža panda duj krastavice,
jek lolo kupuzi, jek zeleno kupuzi, duj muruzija,
jek kilo grašako, trin puruma hem jek paprika.
Keda ali čhere, čerdža amenge najšuži salata
ko celo sveto.

2) Napišin sostar bi tu čereja salata!

Mlo anav _____

So uraneva on

Pišin o lafija kaj so pasuinena!

So uravi o dad ko bijav?

O dad uravi _____.

So uravi i daj ko bijav?

I daj uravi _____.

So uravi o Iso keda džala te sovel?

O Iso uravi _____.

So legari i baba keda čerela o habe?

I baba legari _____.

So uravi o phral keda džala ki buti?

O phral uravi _____.

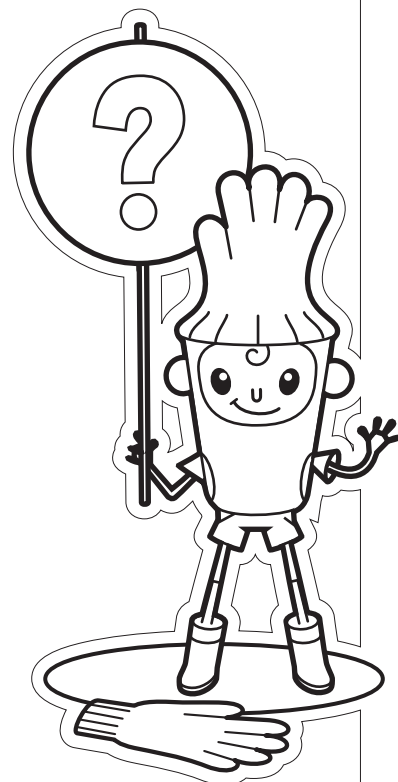
So uravi i Suzana keda džala te čhelel fudbali?

I Suzana uravi _____.

So legari o doktori keda i tano ki buti?

O doktori legari _____.






o parno mantili | o odelo | o fstani | o trenerke
i kicelja | o pižame | o radničko



Topic (CFR): SEASONS AND WEATHER

Sub-topic 01: *O berš* – The yearSub-topic 02: *O vreme* – The time

Working with the CFR – Learning objectives

Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can recognize and understand basic words related to weather (e.g. sun, rain, snow, hot, cold) when they are spoken or read aloud. ✓ Can recognize 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 season. ✓ Can recognise and understand the days of the week and clock times when they are spoken or read. ✓ Can understand the words or phrases used in the family or community for times of the day/night, seasons of the year and types of weather.
	<ul style="list-style-type: none"> ✓ 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 recognize and understand words for seasons or times of the year on pictures, posters, flash cards or in simple texts. ✓ Can recognise and understand the days of the week. ✓ Can read the time on a clock. ✓ Can recognize and understand the words for the times of day – morning, afternoon, night, etc. and the basic words for types of weather when they appear in a story.
	<ul style="list-style-type: none"> ✓ 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. ✓ Can respond non-verbally (e.g. with a nod or shake of the head) or with single-word or very brief answers to questions about feeling cold or hot and likes and dislikes in relation to weather. ✓ Can respond with key words to indicate the main features of a particular season or time of year (e.g. weather, activities, celebrations).
	<ul style="list-style-type: none"> ✓ 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. ✓ Can use key words and simple phrases to make a statement about weather conditions (e.g. It is cold today.) ✓ Can name the days of the week, months of the year and seasons.
	<ul style="list-style-type: none"> ✓ 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. ✓ Can write the key words related to the day, month, season or weather to show to other family members.

Working with the ELP
Language passport: Activity 15
Dossier: Worksheet 01, 02, 04 to 07, 08, 09, 11

Vocabulary Sub-topic 01: O berš			
Active			
<i>o štar beršesere dobe</i>	the four seasons	<i>oktomvri</i>	October
<i>o proleti</i>	the spring	<i>noemvri</i>	November
<i>o nilaj</i>	the summer	<i>dekemvri</i>	December
<i>o jeseni</i>	the autumn	<i>o masek</i>	the month, the months
<i>o jevend</i>	the winter	<i>o iv</i>	the snow
<i>ko proleti</i>	in spring	<i>o kham</i>	the sun
<i>jesone</i>	in autumn	<i>i patrin</i>	the leaf, the leaves
<i>nilaje</i>	in the summer	<i>o kašt</i>	the tree
<i>jevende</i>	in the winter	<i>šudro, šil</i>	cold
<i>januari</i>	January	<i>šudripe</i>	the cold
<i>februari</i>	February	<i>tato</i>	hot
<i>marti</i>	March	<i>tatipe</i>	the heat
<i>aprili</i>	April	<i>o bršim</i>	the rain
<i>maji</i>	May	<i>i šudri bavlal</i>	the (cold) wind
<i>juni</i>	June	<i>mrznoni</i>	to freeze
<i>juli</i>	July	<i>kotar o šil/kotar o šudripe</i>	from the cold
<i>augusti</i>	August	<i>o tato jorgani</i>	warm down cover
<i>sebtmври</i>	September	<i>tato, potato</i>	hot, hotter
Vocabulary Sub-topic 01: O vreme			
Active			
<i>Kozom tano o saati?</i>	What time is it?	<i>palo ručko</i>	in the afternoon(s)
<i>keda</i>	when	<i>Isi tut li saati?</i>	Do you have a watch?
<i>Kotar kozom dži kozom?</i>	From when to when?	<i>o saati vastese</i>	the wristwatch
<i>avela</i>	to come	<i>o saati ko zido/duvari</i>	the wall clock
<i>ko jek, duj, trin, ... o saati</i>	at one, two, three, ... o' clock	<i>o saati čherese</i>	the grandfather clock
<i>račate</i>	the evening, in the evening	<i>o budilniko</i>	the alarm clock
<i>sabaleja</i>	in the morning(s)	<i>jek, duj, trin, štar, ... t' ekvaš o saati</i>	half past one (one and half), half past two (two and half), half past three

Grammar	
Active	Passive
Article male/female <i>o/i</i> Simple questions (present tense) Simple word order: object-verb-noun Present tense Prepositions at, from Singular – plural	

Teaching activity 01 Sub-topic 01: <i>O berš</i>
Duration: 50 min Skill: SF*: I ELP: Dossier
Mat./Res.: Worksheet 01
<ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O berš</i>. 02. The children read though it by themselves once, then it is read out together. 03. The content of the worksheet is discussed. 04. Then the teacher pronounces the names of the seasons, the children repeat them in unison. 05. The teacher pronounces the name for each month which the children then repeat. 06. Homework: Memorise the names for the seasons and months. 07. The worksheet is added to the Dossier.
Teaching activity 02 Sub-topic 01: <i>O berš – O masek</i>
Duration: 30 min Skill: SF: I, P ELP: Dossier
Mat./Res.: Worksheet 02
<ol style="list-style-type: none"> 01. The children are given the worksheet <i>O masek</i>. 02. The teacher asks a child to read out the heading and the task. 03. Together, the content and task are discussed: Match the months to the correct seasons. 04. Together with the child sitting next to them, the children try to fill in the worksheet. 05. Once they are finished, the teacher writes the names of the four seasons on the blackboard. Each child writes the name of one month next to the correct season on the blackboard. 06. The teacher checks for spelling mistakes if necessary. 07. The worksheet is added to the Dossier.
Teaching activity 03 Sub-topic 01: <i>O berš – Quiz</i>
Duration: 30 min Skill: SF: I, G
Mat./Res.: Worksheet 03, magnets or sticky tape
<ol style="list-style-type: none"> 01. The teacher asks the children to form groups of four and explains the task: Each group is given a worksheet with a quiz which is to be completed as quickly as possible. The group who complete the task without any mistakes first are let off homework once! After completion, the worksheet is to be displayed on the blackboard. 02. Once all groups have finished, the results are compared. The teacher reads out one sentence after another and the children say which season the sentence belongs to. 03. The worksheets are displayed in the classroom.

*SOCIALFORM (SF): group work - G | partner work - P | individual work - I

Teaching activity 04 | Sub-topic 02: O vreme – O saatiDuration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04

Preparation: Print worksheet 04 onto cardboard and photocopy.

01. The teacher hands out the worksheet *O saati* and explains the task: colour in and cut out the clock.
02. When the children have finished the colouring and cutting, the teacher shows them how they can make a clock: Make a small hole at the centre of the clock with a pair of scissors; also pierce through the clock hands and clamp all three parts with a peg so as to be able to turn the clock hands.

Teaching activity 05 | Sub-topic 02: O vreme – O saati 1 (The time: full and half hours)Duration: 45 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04

Preparation: The teacher makes one copy of the clock (worksheet 04) for his/her own use.

Note: Activity 05 is recommended to be subsequent to Activity 04.

01. The teacher asks the children to take their clocks out of their Dossier.
02. The teacher shows the children the hour and minute hands on his/her own clock and explains that the shorter hand displays the number of hours and the longer hand is always at 12:00.
03. The teacher sets the clock to 8:00 and says: *Akana isi oxto o saati.*
04. The teacher asks the children to set their clocks to the same time and to repeat in unison: *Akana isi oxto o saati.*
05. He/she sets it to 9:00 and says: *Akana isi enja o saati.*
06. The children set their clocks to 9:00 o'clock and repeat in unison: *Akana isi enja o saati.*
07. Steps 5 and 6 are repeated with different times until the teacher is sure that the children have understood.
08. The teacher then explains the setting of the hour and the minute hand at 7:30, 8:30, etc.
09. The teacher sets the clock to 7:30 and says: *Akana isi ehta o saati t' ekvaš o saati.*
10. Repeat steps 5 to 9.

Teaching activity 06 | Sub-topic 02: O vreme – O saati 2 (The time: 1/4 and 3/4 hours)Duration: 45 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04

Note: Activity 06 is recommended to be subsequent to Activity 05.

01. As in Classroom Activity 05: first with 1/4-hour periods and then with 3/4-hour periods.
02. The teacher then explains the setting of the hour and the minute hand at 7:15, 8:15, etc.
03. The teacher sets the clock to 7:15 and says: *Akana i tano ehta hem dešupandž o saati.*
04. The children also set their clocks to 7:15 and repeat in unison: *Akana i tano ehta hem dešupandž o saati.*
05. Repeat with several examples.
06. Then repeat the same with 3/4-hour periods. Sentence: *Akana i tano dešupandž ko ofto o saati.*
Note: Clock reading was divided into two activities because we feel that children aged seven to ten can be overwhelmed by 1/4 and 3/4 hours.

Teaching activity 07 | Sub-topic 02: O vreme – O saatijaDuration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 05

01. The teacher hands out the worksheet *O saati* and asks a child to read out the heading and the task.
02. The group discusses the task: Colour in and label.
03. Then the results are compared.
04. The teacher writes the words on the blackboard to check them.
05. The worksheet is added to the Dossier.

Teaching activity 08 | Sub-topic 02: O vreme – Kotar kozom dži kozomDuration: 20 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 06

01. The teacher hands out the worksheet *Kotar kozom dži kozom?*
02. The teacher asks a child to read out the heading and the first two lines of item 1. Together, they discuss the content.
03. Then the children are asked to write the right answer to item 1 into the third line.
04. This procedure is repeated until the worksheet is completed.
05. The worksheet is added to the Dossier.

Teaching activity 09 | Sub-topic 02: O vreme – Kozom i tano o saati?Duration: 30 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 07, overhead projector, overhead pens, overhead sheets

Preparation: Print worksheet 07 and copy onto an overhead sheet.

01. The teacher hands out the worksheet *Kozom i tano o saati?* and also displays the worksheet using the overhead projector.
02. The teacher asks a child to read the heading and the task. The task is discussed together.
03. The teacher does the first two examples together with the children: The teacher asks: *Kozom i tano o saati* and points at the first picture. The children try to reply. [It is fine if they reply with only one word, but the teacher helps them to complete the sentence: *Akana i tano 2 (3, 4, ...) o saati.*] The children repeat this sentence in unison and the teacher writes it onto the overhead sheet below the picture: *Akana i tano 2 (3, 4, ...) o saati.* The children copy the sentence onto their worksheet. The same procedure applies for example 2.
04. The children try to write the next sentences on their own.
05. They compare their results to those of the completed worksheet shown by the teacher using the overhead projector.
06. The worksheet is added to the Dossier.

Teaching activity 10 | Sub-topic 02: O vreme – Listening comprehension Kozom i tano o saati?

Duration: 30 min | Skill:  | SF: I, P | ELP: Dossier

Mat./Res.: Worksheet 08, CD player

01. The teacher plays the listening comprehension *Kozom i tano o saati?* (worksheet 08) twice, the children listen.
02. Then the children discuss the content with the child sitting next to them.
03. The listening comprehension is played again. The children are asked to remember a word which they do not understand.
04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them.
05. The content of the audio is discussed within the group together with the teacher.
06. Finally, the children once again listen to the audio.
07. Homework: The teacher hands out the written text *Kozom i tano o saati?* (worksheet 08), the children read it at home. This also serves as a preparation for Activities 11 and 12.
08. Worksheet 08 is later added to the Dossier.

Teaching activity 11 | Sub-topic 02: O vreme – Gap fill exercise Kozom i tano o saati?

Duration: 20 min | Skill:   | SF: I | ELP: Dossier

Mat./Res.: Worksheet 09

Note: Activity 11 is recommended to be subsequent to Activity 10.

01. The children are given the gap fill exercise *Kozom i tano o saati?* (worksheet 09). The teacher explains the task.
02. The children have ten to 15 minutes to complete the gap text.
03. Then each child reads out one sentence and repeats the word belonging in the gap once again.
04. The teacher writes the words that were added on the blackboard. The children compare their results.
05. The worksheet is added to the Dossier.

Teaching activity 12 | Sub-topic 02: O vreme – Role play, dialogue Kozom i tano o saati?

Duration: 50 min | Skill:    | SF: I, P | ELP: Dossier

Mat./Res.: Worksheet 08, clock (worksheet 04), hat, camera

Preparation: Make the clock according to worksheet 04 and attach a string to hang it from.

01. The teacher asks the children to take the text *Kozom i tano o saati?* worksheet 08 from the Dossier and to read it quietly.
02. Then the children form pairs.
03. The pairs spread across the classroom and practice reading the dialogue.
04. Then the children present the dialogue in front of the class. The teacher gives the clock (worksheet 04) to the child who has a clock in the text. The other child is given a hat. And they are ready to start!
05. The game can be taped with the camera several times (first run with the text, second run without) to record each group's progress.

Teaching activity 13 | Sub-topic 02: O berš – Listening comprehension I čaj e gočejaDuration: 45 min | Skill:  | SF: I, P | ELP: Dossier

Mat./Res.: Listening comprehension worksheet 10

01. The teacher writes the heading of the story *I čaj e gočeja* on the blackboard.
02. The teacher discusses the meaning of the headline with the group and translates it if necessary.
03. Then, the teacher plays the listening comprehension once.
04. The children discuss the content with the child sitting to their right.
05. The teacher plays the listening comprehension again. The children discuss what they have understood with the child sitting to their left - this time with the following task: Each pair is to remember a word whose meaning they do not know.
06. Each pair tells the teacher their words. The teacher writes them on the blackboard and translates them.
07. The content of the short story is discussed together.
08. Finally, the teacher plays the story once again.

Teaching activity 14 | Sub-topic 02: O berš – Reading comprehension I čaj e gočejaDuration: 30 min | Skill:   | SF: I | ELP: Dossier, p. 42

Mat./Res.: Worksheet 11

Note: Activity 14 is recommended to be subsequent to Activity 13.






01. The teacher hands out the story *I čaj e gočeja* and asks a child to read the first paragraph.
02. Together, the content is discussed. The teacher writes unfamiliar words from the text on the blackboard and translates them.
03. The same procedure is applied for other paragraphs until the story is finished and all words unfamiliar to the children are written on the blackboard [→ if the children do not mention these words, then the teacher focuses on the following words: *jevende, mrznoni hine, i šudri bavlal, kotar o šudripe, tato jorgani, tato*].
04. The children add the new words to the Language Portfolio (p. 42) and add the worksheet to the Dossier.

Teaching activity 15 | Sub-topic 02: O berš + O vreme – Language BiographyDuration: 15 min | Skill:   | SF: I | ELP: p. 30

Mat./Res.: Page 30 Level A1 Language Portfolio

Preparation: The teacher designs page 30 Level A1 of the Language Biography according to his/her preferences.

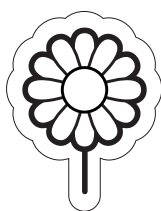
01. After completing Unit 9, the teacher hands out the self-designed checklists.
02. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (I can ...).
03. The checklist is added to the Language Biography.

Lesson plan 01 Topic: <i>Kozom i tano o saati</i>
TA-Nr.: 10 Learning objectives: Asking for the time and replying
Duration: 30 min Skill:  SF: I, P ELP: Dossier
Mat./Res.: Worksheet 08, CD player
<ol style="list-style-type: none"> 01. The teacher plays the listening comprehension <i>Kozom i tano o saati?</i> (worksheet 08) twice, the children listen. 02. Then the children discuss the content with the child sitting next to them. 03. The listening comprehension is played again. The children are asked to remember a word which they do not understand. 04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them. 05. The content of the audio is discussed within the group together with the teacher. 06. Finally, the children once again listen to the audio. 07. Homework: The teacher hands out the written text <i>Kozom i tano o saati?</i> (worksheet 08), the children read it at home. This also serves as a preparation for Activities 11 and 12. 08. Worksheet 08 is later added to the Dossier.
TA-Nr.: 11 Learning objectives: Asking for the time and replying.
Duration: 20 min Skill:   SF: I ELP: Dossier
Mat./Res.: Worksheet 09
<ol style="list-style-type: none"> 01. The children are given the gap fill exercise <i>Kozom i tano o saati?</i> (worksheet 09). The teacher explains the task. 02. The children have ten to 15 minutes to fill in the gap text. 03. Then each child reads out one sentence and repeats the word belonging in the gap once again. 04. The teacher writes the words that were added on the blackboard. The children compare their results. 05. The worksheet is added to the Dossier.
Lesson plan 02 Topic: <i>O štar beršesere dobe hem o masek</i>
TA-Nr.: 01 Learning objectives: Expansion and memorising of vocabulary
Duration: 50 min Skill:   SF: I ELP: Dossier
Mat./Res.: Worksheet 01
<ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O berš</i>. 02. The children read though it by themselves once, then it is read out together. 03. The content of the worksheet is discussed. 04. Then the teacher pronounces the names of the seasons, the children repeat them in unison. 05. The teacher pronounces the name for each month which the children then repeat. 06. Homework: Memorise the names for the seasons and months. 07. The worksheet is added to the Dossier.

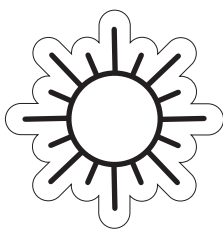
Mlo anav _____

O berš

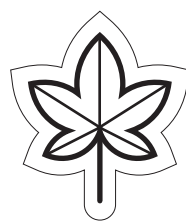
O berš isi le 4 dobe:



proleti



nilaj



jeseni



jevend

O berš isi le 12 masek:

januari

februari

marti

aprili

maji

juni

juli

avgusti

septemvri

oktomvri

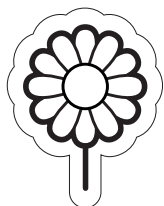
noemvri

dekemvri

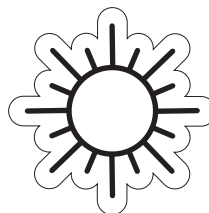
Mlo anav _____

O masek

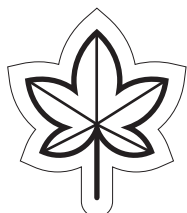
Pišin o masek kaj so pasuinenena!



proleti



nilaj



jeseni



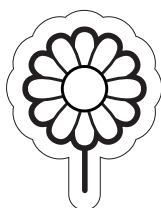
jevend

januari | februar | marti | aprili | maji | juni | juli
avgust | septemri | oktombri | noembri | dekembri

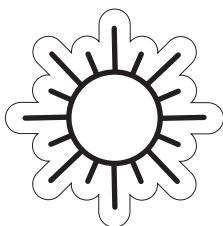
Mlo anav _____

Kvizi

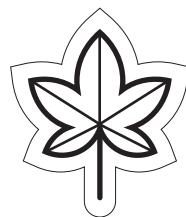
Pišin e beršesere dobe kaj so pasuinena!



proleti



nilaj



jeseni



jevend

_____ dela o iv.

_____ tharela o kham.

_____ perena o patrja.

_____ cvetinena o luludža.

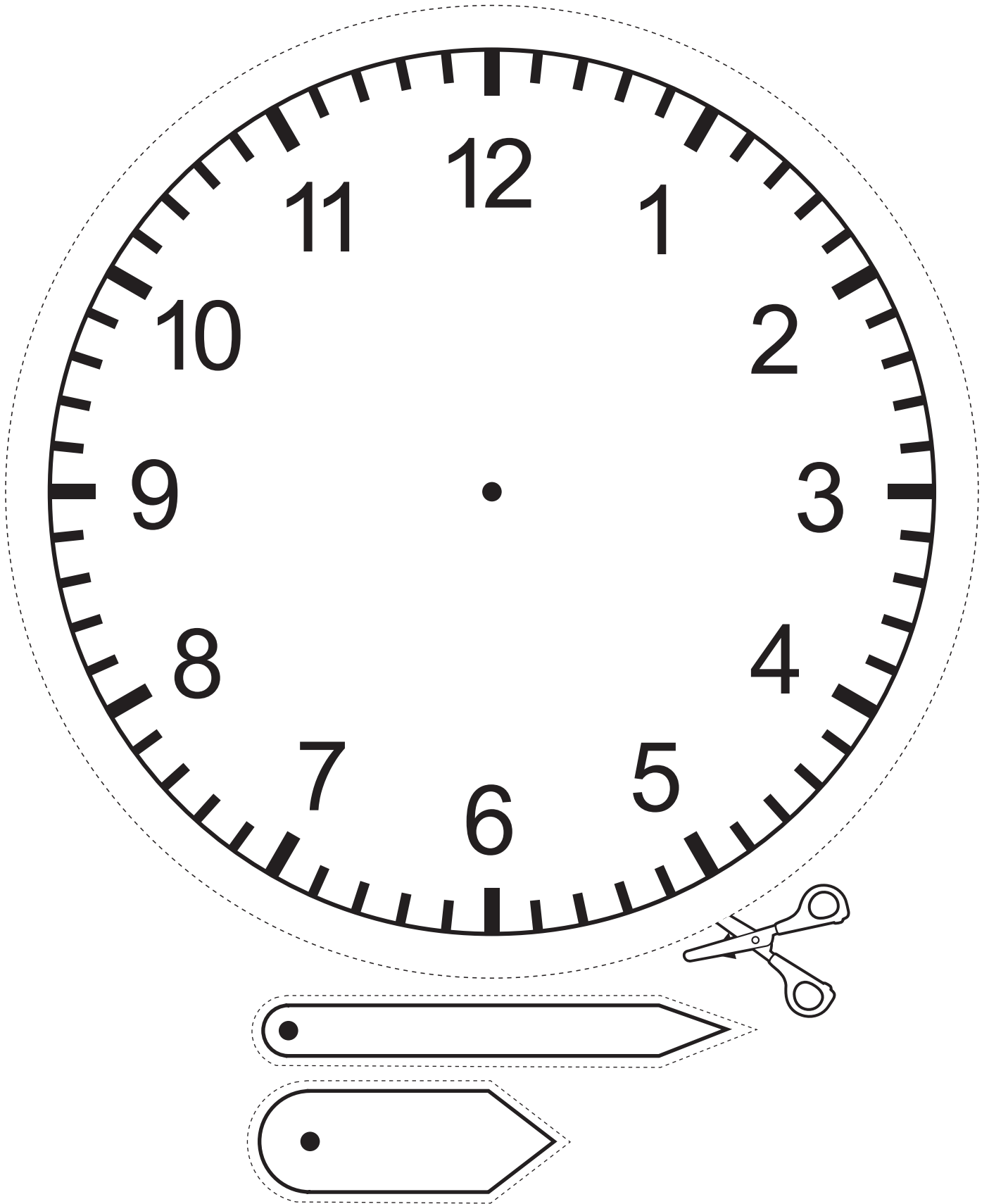
_____ isi bare šila.

_____ tano avri baro tatipe.

_____ dela but o bršim.

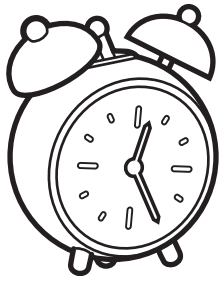
_____ phudela bari bavlal.

Bojin o saati!

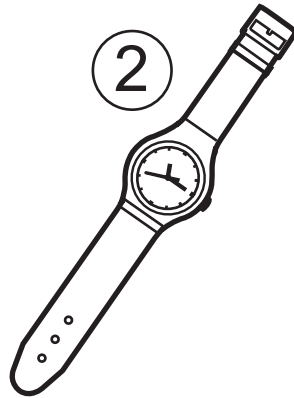


Save saatija pendaraje?

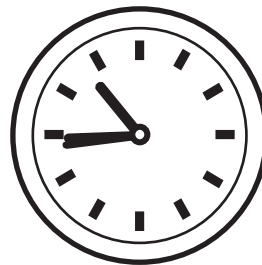
- 1) Bojin o saatija!
- 2) Pišin o lafija kaj so pasuinena!



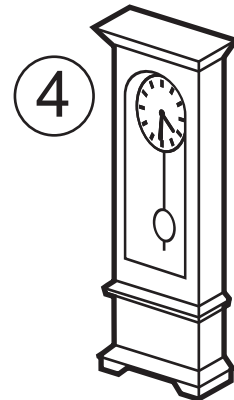
1



2

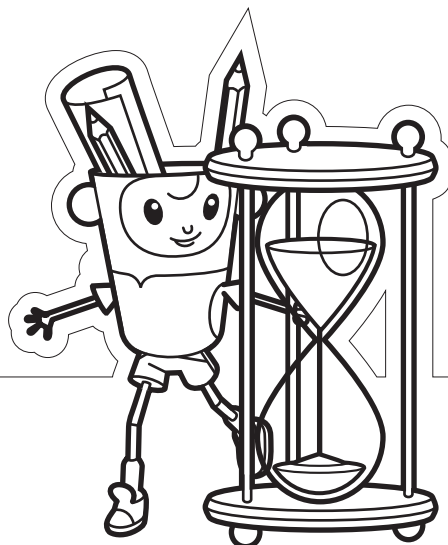


3



4

saati ko zido | budilniko | saati čherese | saati vastese



Mlo anav _____

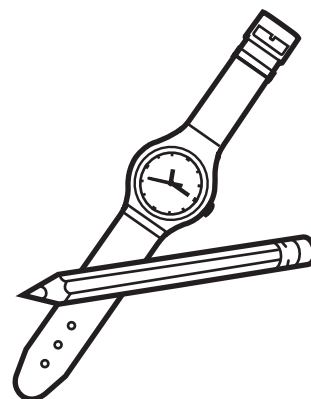
Keda?

Kotar kozom dži kozom?

1) Me avava čhere ko jekh o saati.

Keda aveja čhere?

Me _____.



2) I daj avela ko šov o saati kotar i buti.

Keda avela i daj kotar i buti?

I daj _____.

3) Me džava ki škola kotar o ofto o saati dži ko dešuduj o saati. Kotar kozom dži kozom o saati džaja tu ki škola?

Me _____.

4) Me čhelava fudbali kotar o trin dži ko štar o saati palo ručko. Kotar kozom dži kozom o saati čhelea fudbali?

Me _____.

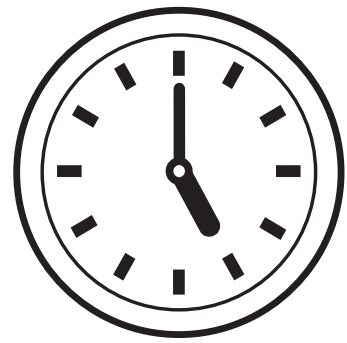
Mlo anav _____

Kozom i tano o saati?

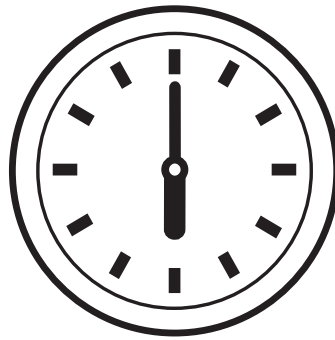
Pišin kozom i tano o saati!

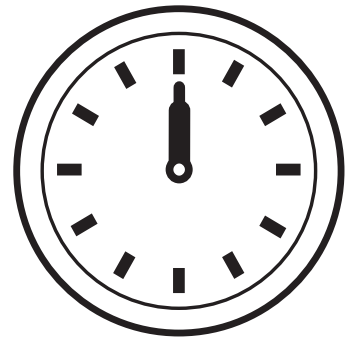






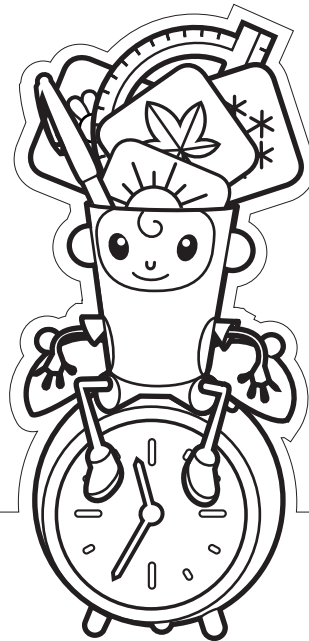






Kozom o saati?

- Šužo dive!
- Šužo dive!
- Šaj te pučav tut diso?
- Šaj, sose te na.
- Isi tut li saati?
- Isi man.
- Kozom o saati?
- Isi več dešuduj t'ekvaš!
- Ov sasti.
- Nane sose.
- Dža Devleha!
- Sastipaja!



Mlo anav _____

Kozom o saati?

- Šužo dive!
- _____!
- Šaj te _____ tut diso?
- _____, sose te na.
- Isi tut li saati?
- Isi man.
- _____ i tano o saati?
- _____ več dešuduj t'ekvaš!
- Ov sasti.
- Nane sose.
- Dža Devleha!
- _____!

Šaj

Kozom

Sastipaja

Šužo dive!

pučav

Isi



I čhaj e gočeja

O Orhani hem i Fatima adžičerena ple phure baba. Oj keda džala olende, stalno mothavi lenge čačune pramiza kotar o purano dživdipe.

Keda ali i phuri olende, odmah legardže la o čhave ki pli soba. Odothe oj mothavi lenge akaja paramiz: „Avdije mothavav tumenge i paramiz kotar jek čhaj. Ola hine la šužo, zoralo glas. Odolese dindža la e gavesoro glavno gadžo jek goči hem duj rovlja, te šaj svako kurko te phenel e gavutnenge so isi nevo.






Podajek puti hine baro šil hem dela hine o iv. Oj avri maroni hine i čorori. Phirela hine o gav kotar jek dži o javer krajo. Vičinela hine te šaj sarine te šunen la.

Jevende hine lake najpharo. I šudri bavlal phudela lake hine ko jača. Kozom puti perena hine lakere asva šudripastar. Odole čhaja vičinena hine Barije. I Barija čerela hine buti ko gadže ko gav hem odolese džanela hine šukar gadžikane. Keda džala pese hine čhere dži ki mahala, but maronena hine lakere pre hem o vasta.“

Sar dophenela i phuri i paramiz, bičhali e Orhane hem e Fatima te soven: „Te ovena mirno, ka phenav tumenge jek javer šuži paramiz.“ A o Orhani asala: „Me džava te thovav me danda hem posle ka sovav talo tato jorgani. So šukar i amenge avdije, phurije babo! Avri i tano jevend a amenge ko čher i tano tato. Lokhi ti rat babo!“



„Mangava tumenge šuže sune“ phenela i phuri baba hem čumini len.

Arlije_Primary_A1_AT_eng_unit-10
Topic (CFR): NATURE AND ANIMALS
Sub-topic 01: <i>O čerutne žvotinje</i> – Pets Sub-topic 02: <i>Ki šuma</i> – In the forest Sub-topic 03: <i>Ko pani</i> – In the water Sub-topic 04: <i>I priroda</i> – Nature

Working with the CFR – Learning objectives	
Skill	Relevant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ 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 words for plants and animals which are important in Roma tradition or life.
	<ul style="list-style-type: none"> ✓ 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. ✓ Can recognize and understand the words for animals that are important to Roma traditions or the Roma way of life.
	<ul style="list-style-type: none"> ✓ 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. ✓ Can use key words and simple phrases to answer questions about growing plants and vegetables, likes and dislikes in relation to animals, keeping a pet or other animals etc.
	<ul style="list-style-type: none"> ✓ 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). ✓ Can name the animals that are typically associated with Roma communities in different countries.
	<ul style="list-style-type: none"> ✓ Can copy or write appropriate labels on drawings of animals. ✓ Can copy or write the names of animals that featured in Roma life.
Working with the ELP	
Language passport: Activity 15	
Dossier: Worksheet 04–09, Activity 11, ELP p. 42	

Vocabulary Sub-topic 01: O čherutne žvotinje			
Active			
<i>o čherutne žvotinje</i>	pets	<i>i čurka</i>	the goose
<i>o bakro</i>	the sheep	<i>i mačka</i>	the cat
<i>i patka</i>	the duck	<i>o balo</i>	the pig
<i>i gurumni</i>	the cow	<i>i khani</i>	the chicken
<i>o gras</i>	the horse	<i>i štala</i>	the stable
<i>o džučel</i>	the dog	<i>i žvotinja</i>	the animal
<i>i buzni</i>	the goat	<i>savo</i>	which
<i>o bašno</i>	the cockerel	<i>živini</i>	to live
<i>o guruv</i>	the bull	<i>panda</i>	still
Vocabulary Sub-topic 02: Ki šuma			
Active			
<i>ki šuma, ko veš</i>	in the forest	<i>o čiriklo</i>	the sparrow
<i>o divljo balo</i>	the wild boar	<i>o šošoj</i>	the rabbit
<i>i srna</i>	the deer	<i>i mečka</i>	the bear
<i>o jeleni</i>	the elk	<i>o ježi</i>	the hedgehog
<i>o puži</i>	the snail	<i>o pacovi</i>	the rat
<i>o ruv</i>	the wolf	<i>o čurmuso</i>	the mouse
<i>i lisica</i>	the fox		
Vocabulary Sub-topic 03: Ko pani			
Active			
<i>ko pani</i>	in the water	<i>o kiti</i>	the whale
<i>o mačho</i>	the fish	<i>o oktopoti</i>	the octopus
<i>o rako</i>	the crayfish	<i>o sap</i>	the snake
<i>i želka</i>	the tortoise	<i>i žaba</i>	the frog
<i>i ajkula</i>	the shark	<i>o čirmo</i>	the worm
Vocabulary Sub-topic 04: I priroda			
Active			
<i>i priroda</i>	nature	<i>e len, o lenja</i>	the river(s)
<i>i pošik</i>	the sand	<i>i phuv, o phuvja</i>	the earth, the land
<i>i čik, o čika</i>	the sludge	<i>o karo, o kare</i>	the thorn(s)
<i>e patrin, o patrja</i>	the leaf, the leaves	<i>i planina, o planine</i>	the mountain(s)
<i>i granka, o granke</i>	the branch(es)	<i>i stena, o stene</i>	the rock(s), the mountain(s)
<i>o pani, o panja</i>	the water(s)	<i>o kaš, o kašta</i>	the tree(s)
<i>o bar, o bara</i>	the stone(s)	<i>i luludži, o luludža</i>	the flower(s)
<i>o denizi, o more, o denizija, o morija</i>	the sea(s)	<i>i čar, o čarja</i>	the grass(es)
<i>i njiva, o njive</i>	the field(s)	<i>o šuma, o o šume</i>	the tree(s)

Grammar	
Active	Passive
Article male/female <i>o/i</i> Simple questions (present tense) Simple word order: object-verb-noun Present tense Prepositions: in, next to Singular – plural	

Teaching activity 01 Sub-topic 01: <i>O čerutne žvotinje</i> – Card game 1
Duration: 35 min Skill:  SF*: I
Mat./Res.: Picture and word cards worksheet 01
<p>Preparation: Print, laminate and cut out picture and word cards (worksheet 01).</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards on the floor. Each child is given a word card. The children try to put their word card next to the correct picture card. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer. The incorrectly placed word cards are handed back to the children who then again try to find the correct place. This is repeated until all cards have been matched correctly. Steps 2 to 6 can be repeated several times until the children can match all cards correctly. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison.
Teaching activity 02 Sub-topic 01: <i>O čerutne žvotinje</i> – Card game 2
Duration: 35 min Skill:  SF: I
Mat./Res.: Picture cards worksheet 01
<p>Note: Activity 02 is recommended to be subsequent to activity 01.</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards (worksheet 01) on the floor. The teacher says: <i>Uzal o čer živini o balo</i>, and points at the corresponding picture card. The teacher now asks one of the children: <i>Savi žvotinja živini panda uzal o čer?</i> The child answers: <i>Uzal o čer živini o džučel (i mačka, i khani, ...)</i> and points at the correct picture card. (If the child only responds with one word, then the teacher helps him/her to form a complete sentence). Now the teacher asks the next child: <i>Savi žvotinja živini panda uzal o čer?</i> The child answers and points at the correct picture card. This is repeated until all children have had a turn.

*SOCIALFORM (SF): group work - G | partner work - P | individual work - I

Teaching activity 03 | Sub-topic 01: O čherutne životinje – Worksheet O čherutne životinjeDuration: 20 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 04

01. The teacher hands out the worksheet *O čherutne životinje*.
02. The teacher asks a child to read the heading and the task. The task is discussed: Write the words below the correct picture.
03. The children have about ten minutes to complete the worksheet.
04. The results are compared: the children tell the teacher their answers and the teacher writes them on the blackboard.
05. The worksheet is added to the Dossier.

Teaching activity 04 | Sub-topic 02: Ki šuma – Card game O životinje ki šuma 1Duration: 35 min | Skill:   | SF: I

Mat./Res.: Picture and word cards worksheet 03

Preparation: Print, laminate and cut out picture and word cards (worksheet 03).

01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards on the floor. Each child is given a word card.
03. The children try to put their word card next to the correct picture card.
04. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer.
05. The incorrectly placed word cards are handed back to the children who then again try to find the correct place.
06. This is repeated until all cards have been matched correctly.
07. Steps 2 to 6 can be repeated several times until the children can match all the cards correctly.
08. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison.

Teaching activity 05 | Sub-topic 02: Ki šuma – Card game O životinje ki šuma 2Duration: 35 min | Skill:    | SF: I

Mat./Res.: Worksheet 03

Note: Activity 05 is recommended to be subsequent to activity 04.

01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards (worksheet 03) on the floor.
03. The teacher says: *Ki šuma živini o šošoj* and points at the corresponding picture card.
04. The teacher now asks one of the children: *Savi životinja živini panda ki šuma?*
05. The child answers: *Ki šuma živini i mečka (o ruv, i lisica, ...)* and points at the correct picture card. (If the child only responds with one word, then the teacher helps him/her to form a complete sentence).
06. Now the teacher asks the next child: *Savi životinja živini panda ki šuma?*
07. The child answers and points at the correct picture card.
08. This is repeated until all children have had a turn.

Teaching activity 06 | Sub-topic 02: *Ki šuma* – Worksheet *O životinje ki šuma*Duration: 20 min | Skill:    | SF: I | ELP: Dossier

Mat./Res.: Worksheet 05


01. The teacher hands out the worksheet *O životinje ki šuma*.
02. The teacher asks a child to read the heading and the task. The task is discussed: Write the words below the correct picture.
03. The children have about ten minutes to complete the worksheet.
04. The results are compared. The children tell the teacher their answers and the teacher writes them on the blackboard.
05. The worksheet is added to the Dossier.

Teaching activity 07 | Sub-topic 03: *Ko pani* – Card game *O životinje ko pani 1*Duration: 20 min | Skill:   | SF: I

Mat./Res.: Picture and word cards worksheet 02

Preparation: Print, laminate and cut out the cards.










01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards on the floor. Each child is given a word card.
03. The children try to put their word card next to the correct picture card.
04. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer.
05. The incorrectly placed word cards are handed back to the children who then again try to find the correct place.
06. This is repeated until all cards have been matched correctly.
07. Steps 2 to 6 can be repeated several times until the children can match all cards correctly.
08. Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, he/she can say the words first and the children repeat the words in unison.

Teaching activity 08 | Sub-topic 03: *Ko pani* – Card game *O životinje ko pani 2*Duration: 35 min | Skill:    | SF: I

Mat./Res.: Picture cards worksheet 02

Note: Activity 08 is recommended to be subsequent to activity 07.

01. The children sit on the floor in a circle.
02. The teacher spreads out the picture cards (worksheet 03) on the floor.
03. The teacher says: *Ko pani živini o mačho* and points at the corresponding picture card.
04. The teacher now asks one of the children: *Savi životinja živini panda ko pani?*
05. The child answers: *Ko pani živini o rako (i žaba, o sap, ...)* and points to the appropriate picture card. (If the child only responds with one word, then the teacher helps him/her to form a complete sentence).
06. Now the teacher asks the next child: *Savi životinja živini panda ko pani?*
07. The child answers and points at the correct picture card.
08. This is repeated until all children have had a turn.

Teaching activity 09 Sub-topic 03: Ko pani – Worksheet O životinje ko pani
Duration: 20 min Skill:    SF: I ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O životinje ko pani</i>. 02. The teacher asks a child to read the heading and the task. The task is discussed: Write the words below the correct picture. 03. The children have about ten minutes to complete the worksheet. 04. The results are compared: the children tell the teacher their answers and the teacher writes them on the blackboard. 05. The worksheet is added to the Dossier.
Teaching activity 10 Sub-topic 01, 02, 03: Quiz O životinje
Duration: 20 min Skill:   SF: G ELP: Dossier
Mat./Res.: Picture cards worksheet 01, 02, 03
<ol style="list-style-type: none"> 01. The class is split into two equally large groups. 02. The teacher draws two columns on the blackboard: Group 1 and Group 2. 03. The teacher explains the game: The teacher shows a picture card and the children have to a) recognise and name the animal shown and b) say where this animal lives. Each group gets one point for each correct answer, i.e. a maximum of two points per picture card. The group that first reaches 20 points is the winner. The teacher writes the score on the blackboard. 04. Let's start the game!
Teaching activity 11 Sub-topic 01: O čerutne životinje – Reading comprehension Amende ki štala
Duration: 30 min Skill:   SF: I ELP: p. 42, Dossier
Mat./Res.: Worksheet 07
<ol style="list-style-type: none"> 01. The teacher hands out the text <i>Amende ki štala</i> and asks a child to read the first paragraph. 02. Together, the content is discussed. The teacher writes unfamiliar words from the text on the blackboard and translates them. 03. The same procedure is applied for other paragraphs until the story is finished and all words unfamiliar to the children are written on the blackboard [→ if the children do not mention them, the teacher focuses on the names of various animals]. 04. The children add the new words to the Language Portfolio (p. 42) and add the worksheet to the Dossier.
Teaching activity 12 Sub-topic 01: O čerutne životinje – List of questions Amende ki štala
Duration: 20 min Skill:   SF: I, P ELP: Dossier
Mat./Res.: Worksheet 08
<p>Note: Activity 12 is recommended to be subsequent to activity 11.</p> <ol style="list-style-type: none"> 01. The children are given the list of questions <i>Amende ki štala</i> (worksheet 08). The teacher explains the task. 02. In pairs, the children try to answer the questions. They can consult the text <i>Amende ki štala</i> (worksheet 07) from the Dossier. 03. Then each pair reads out one question and the corresponding answer. 04. The teacher writes the answers on the blackboard, the children compare the spelling. 05. The worksheet is added to the Dossier.

Teaching activity 13 | Sub-topic 04: *I priroda* – List of questions

Duration: 30 min | Skill:  | SF: I, P | ELP: Dossier

Mat./Res.: Worksheet 09, poster, pens, scissors, glue

Preparation: Poster design:

Write the heading *I priroda* (Nature); divide poster into three equal columns with the headings *jekh*, *slika* and *but*; cut out the pictures from worksheet 09 for the centre column (*slika*) and place one picture below the other. Cut out the word cards from worksheet 09.

Print out and photocopy worksheet 09 for the children.

01. The teacher puts the prepared poster on the floor and the children sit around it in a circle.
02. The teacher distributes the word cards next to the poster and asks the children to put them in the correct column.
03. Then the children and the teacher discuss which words were placed correctly and which were not. The children can glue the correct ones onto the poster.
04. The teacher helps the children to correct and glue the incorrectly placed word cards.
05. The poster is displayed on the wall and the teacher hands out worksheet 09 for the children's Dossier.

Teaching activity 14 | Sub-topic 04: *I priroda* – Games in the park

Duration: approx. 3 to 4 hrs | Skill:   | SF: I, G

Mat./Res.: Digital camera, two posters, glue, print out of photos, scissors, colouring pens

Note: Activity 14 is recommended to be subsequent to activity 13.

01. The teacher takes the children on a trip to the park.
02. In the park the teacher shows the children leaves, branches, trees, etc.
03. Then they play a quiz: The teacher calls out a name, for example *patrin*. The children should then touch a leaf as quickly as possible. The last one to touch a leaf is eliminated. The game is continued until there is a winner.
04. Then the children are allowed to take a picture of the newly acquired terms using the digital camera.
05. Back in the classroom, the teacher prints out two copies of the pictures.
06. The teacher divides the children into two groups.







Teaching activity 15 | Sub-topic 01, 02, 03: Language Biography





Duration: 30 min | Skill:   | SF: I | ELP: p. 34

Mat./Res.: P. 34 Level A1 Language Portfolio

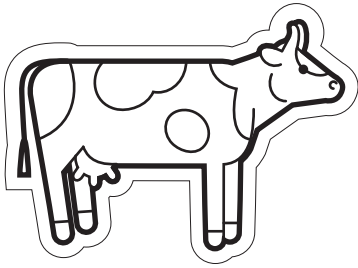
Preparation: The teacher designs page 34 Level A1 of the Language Biography according to his/her preferences.

01. After completing Unit 9, the teacher hands out the self-designed checklists.
02. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (I can ...).
03. The checklist is added to the Language Biography.

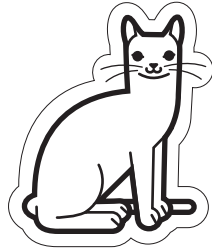
Lesson plan 01 Topic: O životinje ko pani
TA-Nr.: 08 Learning objectives: Expansion and consolidation of vocabulary
Duration: 30 min Skill:    SF: I
Mat./Res.: Worksheet 02
<p>Note: Activity 08 is recommended to be subsequent to activity 07.</p> <ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher spreads out the picture cards (worksheet 03) on the floor. 03. The teacher says: <i>Ko pani živini o mačho</i> and points at the corresponding picture card. 04. The teacher now asks one of the children: <i>Savi životinja živini panda ko pani?</i> 05. The child answers: <i>Ko pani živini o rako (i žaba, o sap, ...)</i> and points to the appropriate picture card. (If the child only responds with one word, then the teacher helps him/her to form a complete sentence). 06. Now the teacher asks the next child: <i>Savi životinja živini panda ko pani?</i> 07. The child answers and points at the correct picture card. 08. This is repeated until all children have had a turn.
TA-Nr.: 09 Learning objectives: Expansion and consolidation of vocabulary
Duration: 20 min Skill:    SF: I ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>O životinje ko pani</i>. 02. The teacher asks a child to read the heading and the task. The task is discussed: Write the words below the correct picture. 03. The children have about ten minutes to complete the worksheet. 04. The results are compared: the children tell the teacher their answers and the teacher writes them on the blackboard. 05. The worksheet is added to the Dossier.

Lesson plan 02 Topic: <i>Ki štala</i>
TA-Nr.: 11 Learning objectives: Expansion and consolidation of vocabulary
Duration: 30 min Skill:   SF: I ELP: S. 42, Dossier
Mat./Res.: Text Worksheet 07
<ol style="list-style-type: none"> 01. The teacher hands out the text <i>Amende ki štala</i> and asks a child to read the first paragraph. 02. Together, the content is discussed. The teacher writes unfamiliar words from the text on the blackboard and translates them. 03. The same procedure is applied for other paragraphs until the story is finished and all words unfamiliar to the children are written on the blackboard [→ if the children do not mention them, the teacher focuses on the names of various animals]. 04. The children add the new words to the Language Portfolio (p. 42) and add the worksheet to the Dossier.
TA-Nr.: 12 Learning objectives: Expansion and consolidation of vocabulary
Duration: 20 min Skill:   SF: I, P ELP: Dossier
Mat./Res.: Worksheet 08
<p>Note: Activity 12 is recommended subsequent to activity 11.</p> <ol style="list-style-type: none"> 01. The children are given the list of questions <i>Amende ki štala</i> (worksheet 08). The teacher explains the task. 02. In pairs, the children try to answer the questions. They can refer to the text <i>Amende ki štala</i> (worksheet 07) from the Dossier. 03. Then each pair reads out one question and the corresponding answer. 04. The teacher writes the answers on the blackboard, the children compare the spelling. 05. The worksheet is added to the Dossier.

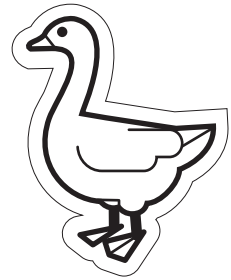
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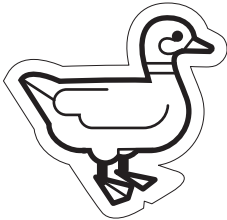
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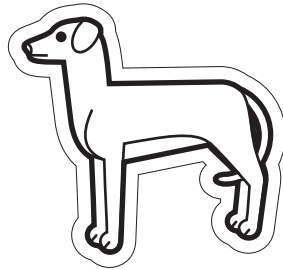
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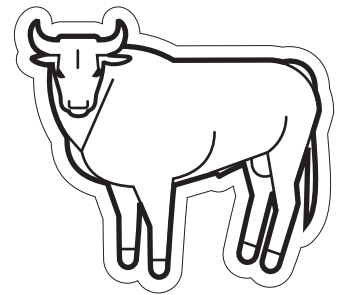
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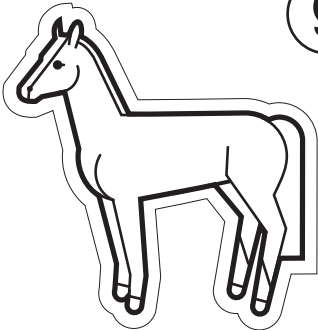
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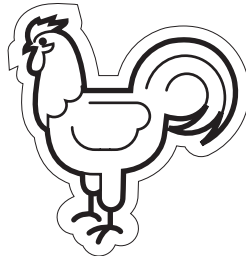
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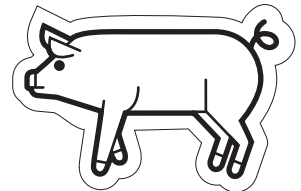
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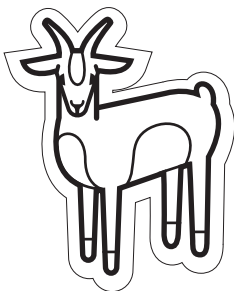
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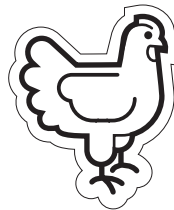
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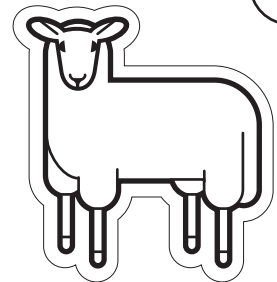
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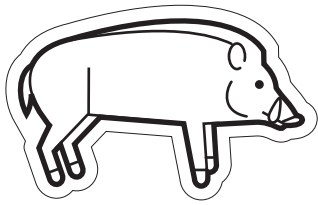
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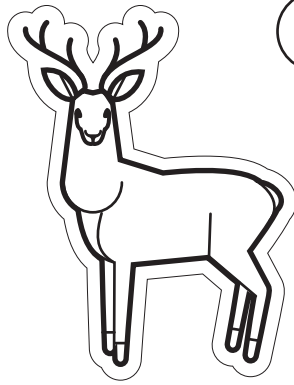
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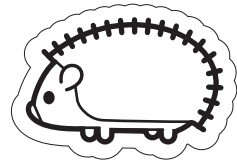
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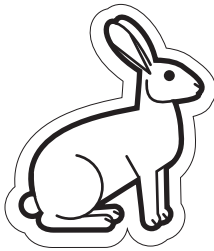
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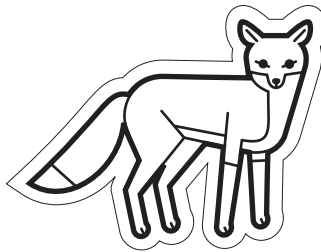
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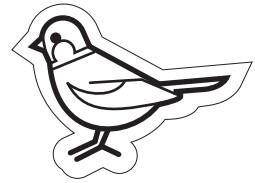
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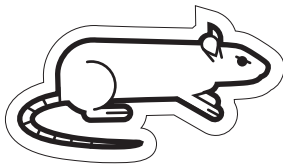
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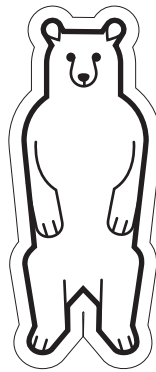
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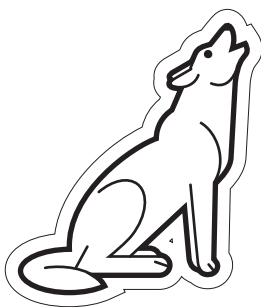
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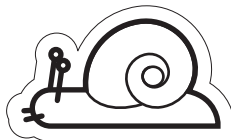
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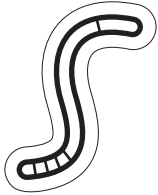
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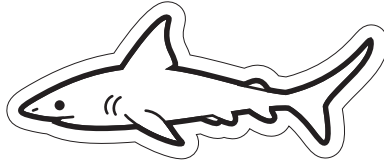
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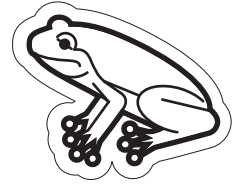
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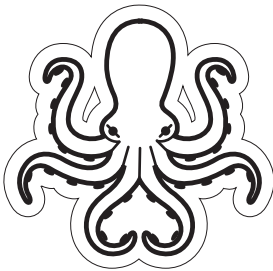
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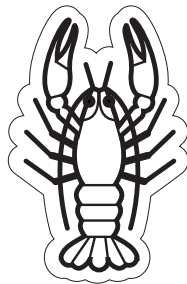
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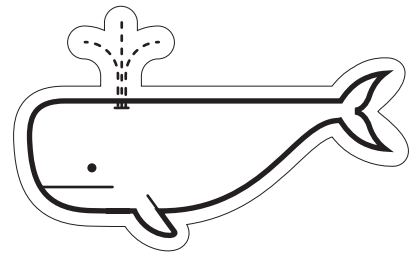
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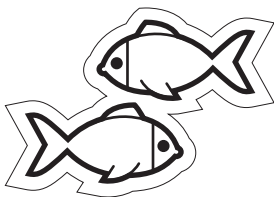
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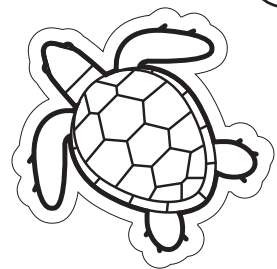
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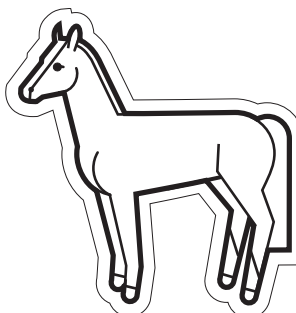
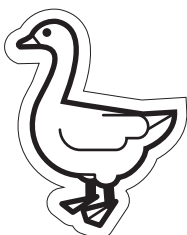
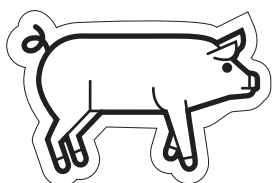
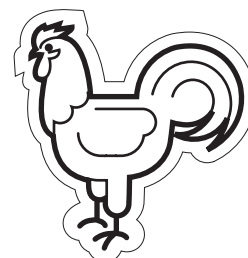
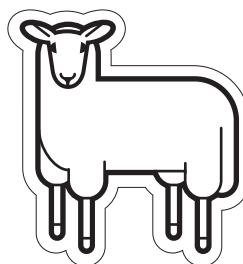
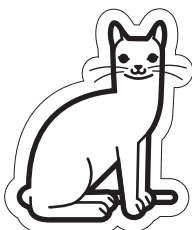
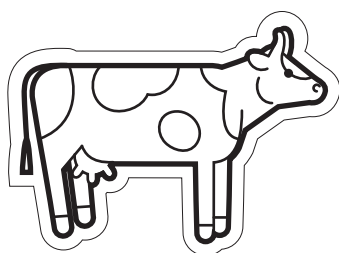
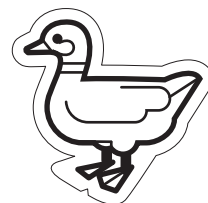
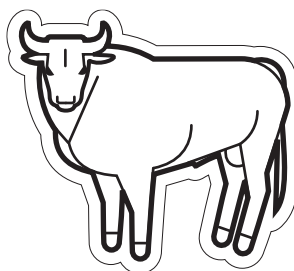
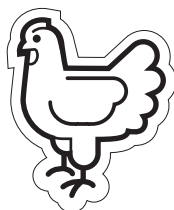
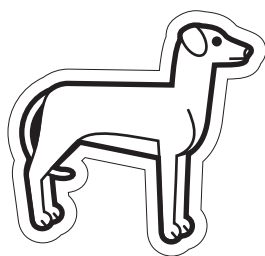
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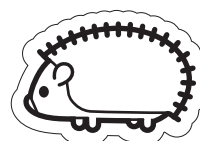
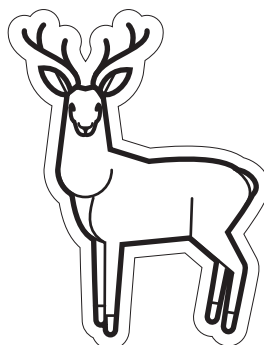
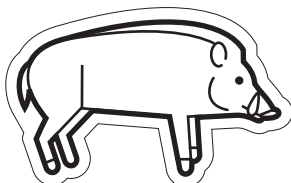
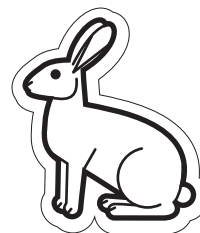
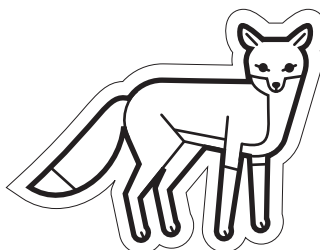
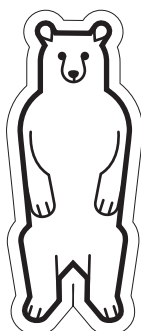
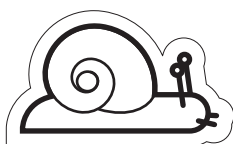
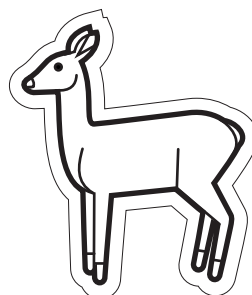
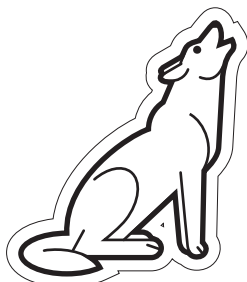
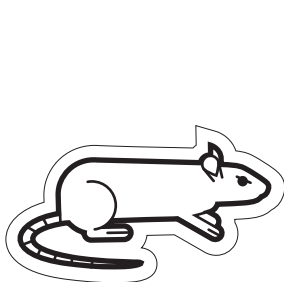
O čerutne životinje



o bakro | i patka | i gurunni | o gras | o džučel | i buzni
o guruv | i mačka | o balo | o bašno | i khani | i čurka

Mlo anav _____

O životinje ki šuma

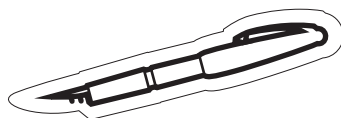
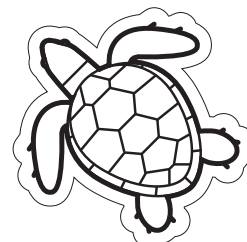
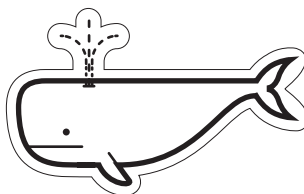
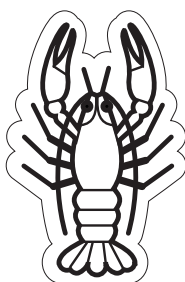
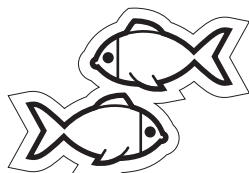
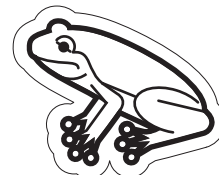
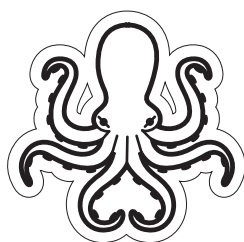


o pacovi | i mečka | o ruv | o jeleni | o šošoj | o čurmuso
o puži | o čiriklo | i srna | o ježi | i lisica | o divljo balo

Mlo anav _____

O životinje ki šuma

Pišin o lafija kaj so pasuinenena!



i žaba | o sap | o oktopoti | o kiti | i ajkula
i želka | o rako | o mačo

Amende ki štala

O Janko i tano bahtalo čhavo. Ov nane nikad kokori keda avela kotar i škola čhere.

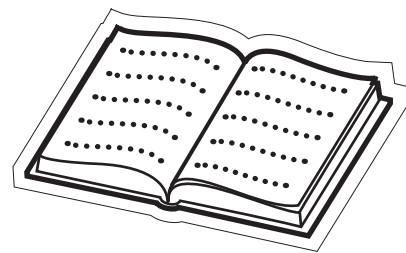
Isi le duj džučela. Jek vičini pe Goro a o javer vičini pe Kalo. Isi le hem jek mačka. O Janko vičini la Sovljardije sose i Sovljardi bi sovela celo dive.

Ki štala isi le hem jek gurni. Ola vičinena Milka. I daj muzini la duj puti ko dive. Svako dive isi len svežo thud. Kotar o thud i daj čerela čiral hem kajmako.

Ko jeseni i Milka dobindža tikne telco. Ole vičinena le Tikneja. Isi len hem duj guruva hem jek gras. Isi len panda deš khanja. Svako dive keda avela o Janko kotar i škola, džala te čedel sa khanjengere jare.

Hine len samo jek bašno hem vičinena le hine Upre-Tele. O Janko podajek puti daral hine olester. Ov nisostar rupini hine upro manuša.

O Janko rado pazini ple životinjen, sose isi le kasa te čhelel pese.



Amende ki štala

Pišin o odgovorija!

1) Sar vičini pe i mačka?

I _____ vičini pe _____.

2) Sar vičini pe i gurunni?

I _____ vičini pe _____.

3) Sar vičini pe o bašno?

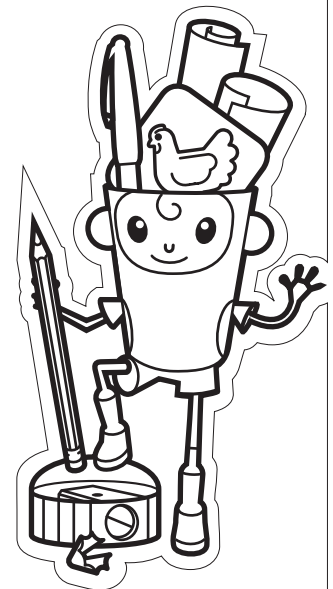
O _____ vičini pe _____.

4) Sar vičini pe e Milkakoro telco?

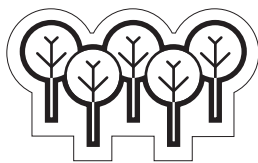
E Milkakoro _____ vičini pe _____.

5) Kozom khanja isi len?

Olen isi len _____.

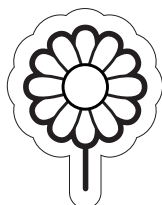


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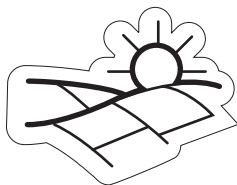
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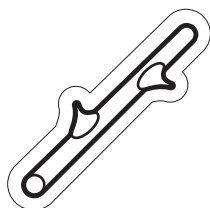
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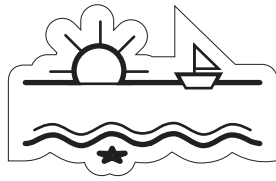
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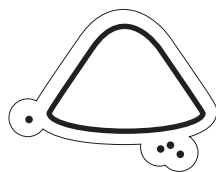
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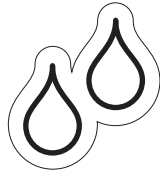
i pošik

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o granke

o pani



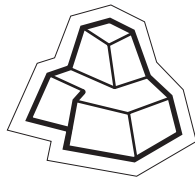
o panja

i planina



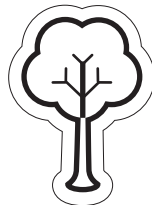
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i stena



o stene

o kaš








o kašta

i phuv



o phuvja

Arlije_Primary_A1_AT_eng_unit-11
Topic (CFR): HOBBIES AND THE ARTS
Sub-topic 01: <i>Hobija hem aktivitetija</i> – Hobbies and activities
Connected main themes in the CFR: Myself and my family








Working with the CFR – Learning objectives	
Skill	vant descriptors in the language grid (“can do”) OR “I can” statements:
	<ul style="list-style-type: none"> ✓ Can recognize and understand the basic words for sports and other outdoor activities, personal hobbies and interests, and activities such as drama, learning music and performing. ✓ Can recognize and understand the words for the music, songs and dances that are typical of Roma celebrations. ✓ Can recognize and understand the words for leisure activity of the home such as card games, telling riddles etc. ✓ Can recognize and understand the words for activities typical of the circus and other public performances.
	<ul style="list-style-type: none"> ✓ Can recognize and understand the words for sports, hobbies and other activities when they appear on flashcards, posters or in simple text. ✓ Can recognize and understand the words for songs and dances, typical leisure activities of the home, and performance activities when they appear on flashcards, posters or in simple text. ✓ Can recognize the words for sports that are relevant to his/her life (e.g. boxing, football, skating, etc.).
	<ul style="list-style-type: none"> ✓ Can use gestures, mime, key words and simple phrases/sentences to indicate likes and dislikes in hobbies or other activities. ✓ Can use key words and simple phrases/sentences to reply to questions about hobbies, competitions or other activities which he /she has experienced (e.g. sporting event, film, etc.). ✓ Can use gestures, mime, key words and simple phrases/sentences to indicate hobbies, competitions or other leisure activities in which he/she has participated.
	<ul style="list-style-type: none"> ✓ Can name the activities that he/she enjoys outside school. ✓ Can name the activities in which he/she participates in the home or community.
	<ul style="list-style-type: none"> ✓ Can copy or write the words for different hobbies and activities that take place in school or after school. ✓ Can copy or write the words for different leisure activities of the home or activities which relate to performing.
Working with the ELP	
Language passport: Design Activity 15 page 34 Level A1 Language Portfolio	
Dossier: Worksheet 02 to 06, 08 Activities 03 and 14 page 42	

Vocabulary | Sub-topic 01: Hobija hem aktivitetija





Active			
<i>Savo i tano mlo/tlo hobi?</i>	What is my/your hobby?	<i>najšušo hobi</i>	the favourite hobby
<i>sarinen isi len hobija</i>	everybody has hobbies	<i>najšušo knjiga</i>	the favourite book
<i>mlo/tlo hobi i tano</i>	My/your hobby is ...	<i>najviše mangela</i>	to like something best
<i>čhelela videoigre,košarka,</i>	to play football, basketball,	<i>hič na mangela</i>	to not like something at all
<i>fudbali, hokej</i>	hockey, video games	<i>na mangela</i>	to not like
<i>džala ko baleti</i>	to go to the ballet	<i>mangela</i>	to like
<i>džala ko kino</i>	to go to the cinema	<i>panda pošukar</i>	even more beautiful, even better
<i>crtinela</i>	to draw	<i>ko parko</i>	at the park
<i>plivinela</i>	to swim	<i>o goli</i>	the gate(s), the goal(s)
<i>džilabela</i>	to sing	<i>amare</i>	our
<i>bašalela</i>	to play (instrument)	<i>o folklori</i>	folklore
<i>o klaviri</i>	the piano	<i>slikini</i>	to take photographs
<i>i harmonika</i>	the accordion	<i>i muzičko škola</i>	the music school
<i>o saksafoni</i>	the saxophone	<i>bašali kemana</i>	to play the violin
<i>i gitara</i>	the guitar	<i>čhelena fudbali</i>	to play football
<i>o džesi</i>	the drums	<i>ki informatika</i>	about informatics
<i>o klarineti</i>	the clarinet	<i>i grupa</i>	the group, the band
<i>šunel muzika</i>	to listen to music	<i>o kontrabasi</i>	the double bass
<i>čitinel knjige</i>	to read books	<i>džala palo mače</i>	to go fishing
<i>gluminel ko teatro</i>	to act at the theatre	<i>astarela</i>	to catch
<i>ko bazenti</i>	at the swimming pool		









Grammar







Active	Passive
Article male/female <i>o/i</i> Simple questions (present tense) Simple word order: noun-verb-object Present tense Prepositions: in, to, into Singular - plural	



Teaching activity 01 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Card game 1
Duration: 35 min Skill:   SF*: I
Mat./Res.: Picture and word cards worksheet 01
<p>Preparation: Print, laminate and cut out picture and word cards.</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards on the floor. Each child is given a word card. The children try to put <i>their</i> word card next to the correct picture card. The teacher returns the correctly placed cards (both picture and word card) to the child who has found the correct answer. The incorrectly placed word cards are handed back to the children who then again try to find the correct place. This is repeated until all cards have been matched correctly. Steps 2 to 6 can be repeated several times until the children can match all cards correctly (= memorising). Then the teacher collects all the cards. The group is shown one picture card at a time, which the children have to name. If necessary, the teacher can say the words first and the children repeat the words in unison.
Teaching activity 02 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Card game 2
Duration: 35 min Skill:    SF: I
Mat./Res.: Picture cards worksheet 01
<p>Note: Activity 02 is recommended to be subsequent to activity 01.</p> <ol style="list-style-type: none"> The children sit on the floor in a circle. The teacher spreads out the picture cards (worksheet 01) on the floor. The teacher says: <i>Mlo hobi tano te plivinav</i>, and points at the correct picture card. The teacher now asks one of the children: <i>Savo i tano tlo hobi?</i> The child answers: <i>Mlo hobi tano te plivinav</i> and points at the correct picture card (if the child only responds with one word, then the teacher helps him/her to form a complete sentence.). Now the teacher asks the next child: <i>Savo i tano tlo hobi?</i> The child answers and points at the correct picture card. This is repeated until all children have had a turn.
Teaching activity 03 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Card game 3
Duration: 35 min Skill:   SF: I ELP: p. 42
Mat./Res.: Picture and word cards worksheet 01, magnets or sticky tape
<p>Note: Activity 03 is recommended to be subsequent to activity 01 or 02.</p> <ol style="list-style-type: none"> The teacher hands out the picture cards (worksheet 01) to the children and keeps the word cards. The teacher reads out the first card and displays it on the blackboard. The teacher asks the children who has the card corresponding to this word. The child who has the correct picture card attaches it next to the word card on the blackboard. The teacher reads out the second word card and also attaches it to the blackboard. This procedure is repeated until all word and picture cards have been matched. Finally the children add the new words to the Language Portfolio (p. 42).




*SOCIALFORM (SF): group work - G | partner work - P | individual work - I

Teaching activity 04 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Reading comprehension <i>Sarinen isi len hobija</i>
Duration: 20 min Skill:  SF: I, P Dossier
Mat./Res.: Reading comprehension worksheet 02
<ol style="list-style-type: none"> 01. The teacher hands out the reading comprehension <i>Sarinen isi len hobija</i>. 02. The teacher asks the children to read through the text quietly once. 03. Then the children read out one paragraph after the other. Together, they discuss the content. 04. The teacher asks the children to work in pairs and to highlight all hobbies/activities that occur in the text. 05. Then the children tell the teacher the words they have highlighted. The teacher writes the words on the blackboard to check them. 06. The text is added to the Dossier.
Teaching activity 05 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Miming
Duration: 30 min Skill:  SF: I, G
<ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher stands at the centre of the circle and mimes a hobby, for example swimming. 03. Then he/she asks the children: <i>Savo i tano mlo hobi?</i> 04. The children reply – if they respond only with one word (<i>te plivine</i>), then the teacher helps them to form a 05. Now one of the children steps into the centre, mimes a hobby and asks: <i>Savo i tano mlo hobi?</i> The child selects another child who then replies. 06. If the child's answer is correct (e.g. <i>Tlo hobi i tano te bašale saksofoni (harmonika, ...)</i>), then he/she is next to mime yet another hobby. 07. The game is continued until all children have had a turn.
Teaching activity 06 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Gap fill exercise <i>Sarinen isi len hobija</i>
Duration: 20 min Skill:  SF: I ELP: Dossier
Mat./Res.: Worksheet 03
<ol style="list-style-type: none"> 01. The teacher hands out the gap fill exercise <i>Sarinen isi len hobija</i>. 02. One of the children reads out the task and explains it. 03. The children read the text by themselves and try to complete it. 04. Then the text is read aloud together. 01. The worksheet is added to the Dossier.
Teaching activity 07 Sub-topic 01: <i>Hobija hem aktivitetija</i> – <i>Mlo najšužo hobi</i>
Duration: 20 min Skill:  SF: I
Mat./Res.: Picture cards worksheet 01
<ol style="list-style-type: none"> 01. The children sit in a circle. 02. The teacher spreads out the picture cards (worksheet 01) on the floor. 03. The teacher says: <i>Me najviše mangava te plivinav.</i> and shows the corresponding picture card. 04. Then the teacher says: <i>Ama hič na mangava te crtinav!</i> and again shows the corresponding picture card. 05. Then the teacher asks a child to say what he/she likes and what he/she does not like. 06. The child answers for instance: <i>Me najviše mangava te čhelav fudbali, ama hič na mangava te čhelav košarka!</i> and points at the corresponding picture cards (if the child only responds with one word, then the teacher helps him/her to form a complete sentence). 07. This is repeated until all children have had a turn.

Teaching activity 08 Sub-topic 01: <i>Hobija hem aktivitetija – Me (na) mangava</i>
Duration: 30 min Skill:    SF: I ELP: Dossier
Mat./Res.: Colouring pens, worksheet 04
<p>Note: Activity 08 is recommended to be subsequent to activity 07.</p> <ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Amare hobija</i>. 02. The teacher asks a child to read out the heading and the task. 03. The task is discussed together: Draw your favourite hobby and a hobby that you do not like. 04. After the children have completed their drawings, they take their worksheet and sit in a circle. 05. The teacher asks one child after another to show his/her picture and to explain it, for example <i>Me najviše mangava ... ama nič na mangava ...</i> 06. Once all children have presented their pictures, the teacher asks them to attach the drawings to the wall.
Teaching activity 09 Sub-topic 01: <i>Hobija hem aktivitetija – Dynamic memory</i>
Duration: 30 min Skill:  SF: G
Mat./Res.: Picture and word cards worksheet 01
<ol style="list-style-type: none"> 01. The teacher selects three children who play dynamic memory against each other. 02. The other children get word or picture cards (worksheet 01 <i>Hobija hem aktivitetija</i>) attached to their backs. 03. The children with cards on their back move freely across the classroom, while the three <i>seekers</i> try to find pairs (matching word and picture cards). 04. If a <i>seeker</i> has found a pair, then the pair joins him/her (holding on to his/her t-shirt). 05. The game is over when all matching picture and word cards have been found. 06. Whoever has found the most pairs is the winner. 07. The game is repeated with other <i>seekers</i>.
Teaching activity 10 Sub-topic 01: <i>Hobija hem aktivitetija – Worksheet Me mangava</i>
Duration: 30 min Skill:   SF: I, P ELP: Dossier
Mat./Res.: Worksheet 05
<ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Me mangava</i>. 02. The teacher asks one child to read out the heading and the task. 03. Together, the task is discussed: Complete the sentences. The first sentence is completed together. 04. then the children continue in pairs. 05. The results are compared. The children read out the sentences and the teacher writes the missing words on the blackboard. 06. The worksheet is added to the Dossier.
Teaching activity 11 Sub-topic 01: <i>Hobija hem aktivitetija – Worksheet Me na mangava</i>
Duration: 30 min Skill:   SF: I ELP: Dossier
Mat./Res.: Worksheet 06
<ol style="list-style-type: none"> 01. The teacher hands out the worksheet <i>Me na mangava</i>. 02. Together, the task is discussed: Complete the sentences. The first sentence is completed together. 03. Then the children continue on their own. 04. The results are compared. The children exchange their worksheets with the child sitting next to them. Their neighbour corrects the worksheet. The teacher writes the missing words on the blackboard. 05. The worksheet is added to the Dossier.

Teaching activity 12 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Card game <i>Ov/Oj (na) mangela</i>
Duration: 30 min Skill:  SF: I ELP: Dossier
Mat./Res.: Worksheet 04
<p>Note: Activity 12 is recommended to be subsequent to activity 08.</p> <ol style="list-style-type: none"> The teacher asks the children to take one of the drawings that is not theirs off the wall (see activity 08 <i>Me mangava ...</i>, <i>Me na mangava ...</i>). The children sit in a circle, the teacher explains the task: Introduce your classmate's drawing. The teacher gives an example: She shows a drawing and says: <i>O Marko najviše mangela te čhelel fudbali, ama ov hič na mangela te džilabi.</i> One child after the other presents a picture.
Teaching activity 13 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Listening comprehension <i>I Džemilja</i>
Duration: 30 min Skill:  SF: I, P
Mat./Res.: Listening comprehension worksheet 07, CD-player
<ol style="list-style-type: none"> The teacher plays the listening comprehension <i>I Džemilja</i> twice, the children listen. Then the children discuss the content with the child sitting next to them. The listening comprehension is played again. The children are asked to remember a word which they do not understand. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them. The group discusses the content of the audio together with the teacher (focus on the activities). Finally, the children listen to the dialogue once again.
Teaching activity 14 Sub-topic 01: <i>Hobija hem aktivitetija</i> – Reading comprehension <i>I Džemilja</i>
Duration: 20 min Skill:   SF: I, G ELP: p. 42, Dossier
Mat./Res.: Reading comprehension worksheet 08
<p>Note: Activity 14 is recommended to be subsequent to activity 13.</p> <ol style="list-style-type: none"> The teacher hands out the reading comprehension <i>I Džemilja</i>. The teacher asks the children to read through the text quietly once. Then, the children work in pairs and highlight the activities in the text. Once everybody has finished, each group names a word or an activity that have been highlighted. The teacher writes the words on the blackboard. Together, the words are translated. Then the text is once again read aloud together. The children add the new words to the Language Portfolio (p. 42) and add the worksheet to the Dossier.
Teaching activity 15 Sub-topic 01: <i>Hobija hem aktivitetija</i>: Language Biography
Duration: 30 min Skill:   SF: I ELP: p. 36
Mat./Res.: Page 36 Level A1 Language Portfolio
<p>Preparation: The teacher designs page 36 Level A1 of the Language Biography according to his/her preferences.</p> <ol style="list-style-type: none"> After completing Unit 11, the teacher hands out the self-designed checklists. The group reads one point after the other. The children draw an asterisk or similar next to the description of the tasks they can complete (I can ...). The checklist is added to the Language Biography.

Lesson plan 01 Topic: Our hobbies
TA-Nr.: 05 Learning objectives: Talking about hobbies I (do not) like
Duration: 30 min Skill:  SF: I, G
<ol style="list-style-type: none"> 01. The children sit on the floor in a circle. 02. The teacher stands at the centre of the circle and mimes a hobby, for example swimming. 03. Then he/she asks the children: <i>Savo i tano mlo hobi?</i> 04. The children reply – if they respond only with one word (<i>te plivine</i>), then the teacher helps them to form complete sentence: <i>Tlo hobi i tano te plivine.</i> 05. Now one of the children steps into the centre, mimes a hobby and asks: <i>Savo i tano mlo hobi?</i>. The child selects another child who then replies. 06. If the child's answer is correct (e.g. <i>Tlo hobi i tano te bašale saksofoni (harmonika, ...)</i>), then he/she is next to mime yet another hobby. 07. The game is continued until all children have had a turn.
TA-Nr.: 07 Learning objectives: Getting to know the difference between mine and yours
Duration: 20 min Skill:  SF: I
Mat./Res.: Picture cards worksheet 01
<ol style="list-style-type: none"> 01. The children sit in a circle. 02. The teacher spreads out the picture cards (worksheet 01) on the floor. 03. The teacher says: <i>Me najviše mangava te plivina</i> and shows the corresponding picture card. 04. Then the teacher says: <i>Ama hič na mangava te crtina!</i> and again shows the corresponding picture card. 05. Then the teacher asks a child to say what he/she likes and what he/she does not like. 06. The child answers for instance: <i>Me najviše mangava te čelav fudbali, ama hič na mangava te čelav košarka!</i> and points at the corresponding picture cards (if the child only responds with one word, then the teacher helps him/her to form a complete sentence). 07. This is repeated until all children have had a turn.

Lesson plan 02 Topic: <i>I Džemilja</i>
TA-Nr.: 13 Learning objectives: Understanding the content of a story
Duration: 30 min Skill:  SF: I, P ELP: p. 42, Dossier
Mat./Res.: Listening comprehension worksheet 07, CD-player
<ol style="list-style-type: none"> 01. The teacher plays the listening comprehension <i>I Džemilja</i> twice, the children listen. 02. Then the children discuss the content with the child sitting next to them. 03. The listening comprehension is played again. The children are asked to remember a word which they do not understand. 04. One child after the other tells the teacher their words. The teacher writes them on the blackboard and translates them. 05. The group discusses the content of the audio together with the teacher (focus on the activities). 06. Finally, the children listen to the dialogue once again.
TA-Nr.: 14 Learning objectives: Directed reading/recognising key vocabulary in a story
Duration: 20 min Skill:   SF: I, P ELP: p. 42, Dossier
Mat./Res.: Reading comprehension worksheet 08
<ol style="list-style-type: none"> 01. The teacher hands out the reading comprehension <i>I Džemilja</i>. 02. The teacher asks the children to read through the text quietly once. 03. Then, the children work in pairs and highlight the activities in the text. 04. Once everybody has finished, each group names a word or an activity that they have highlighted. The teacher writes the words on the blackboard. Together, the words are translated. 05. Then the text is once again read aloud together. 06. The children add the new words to the Language Portfolio (p. 42) and add the worksheet to the Dossier.

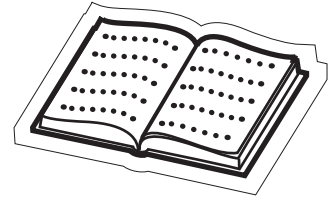
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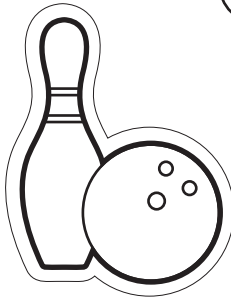
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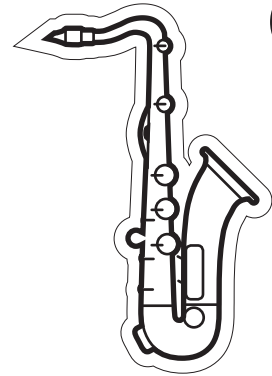
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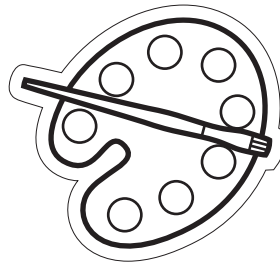
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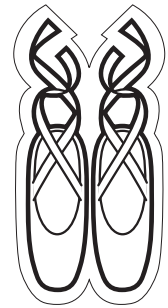
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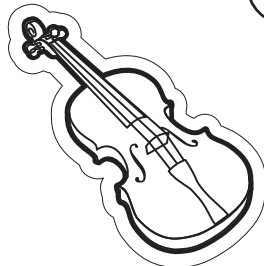
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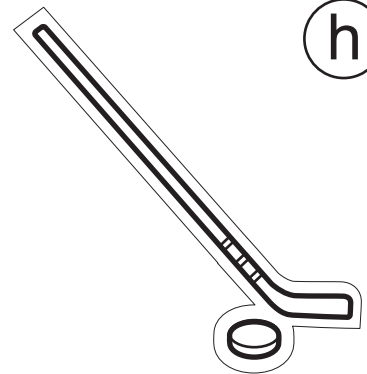
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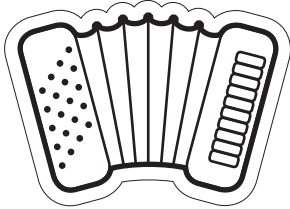
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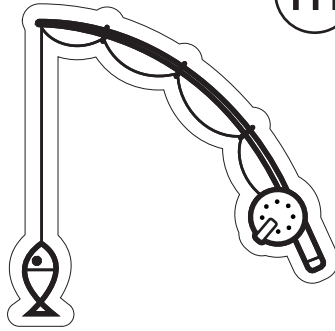
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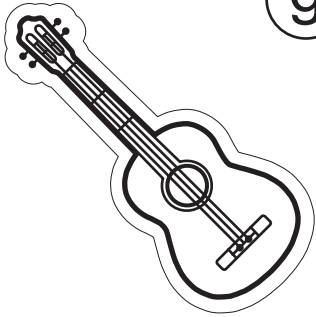
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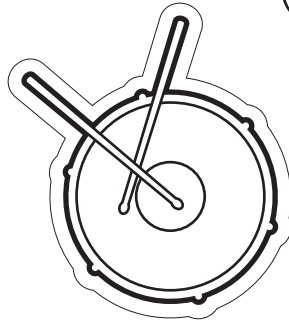
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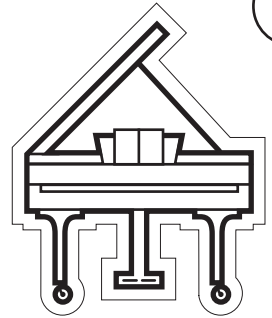
g



d



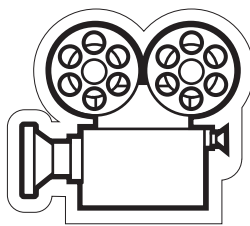
k



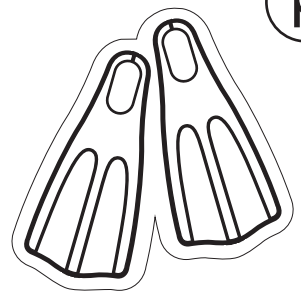
k



k



p



h

te bašalav
harmonika

m

džala palo
mače

t

te gluminav
ko teatro

g

te bašalav
gitara

d

te bašalav
desi

k

te bašalav
klaviri

k

te čhelav
košarka

k

te džav ko
kino

p

te
plinav

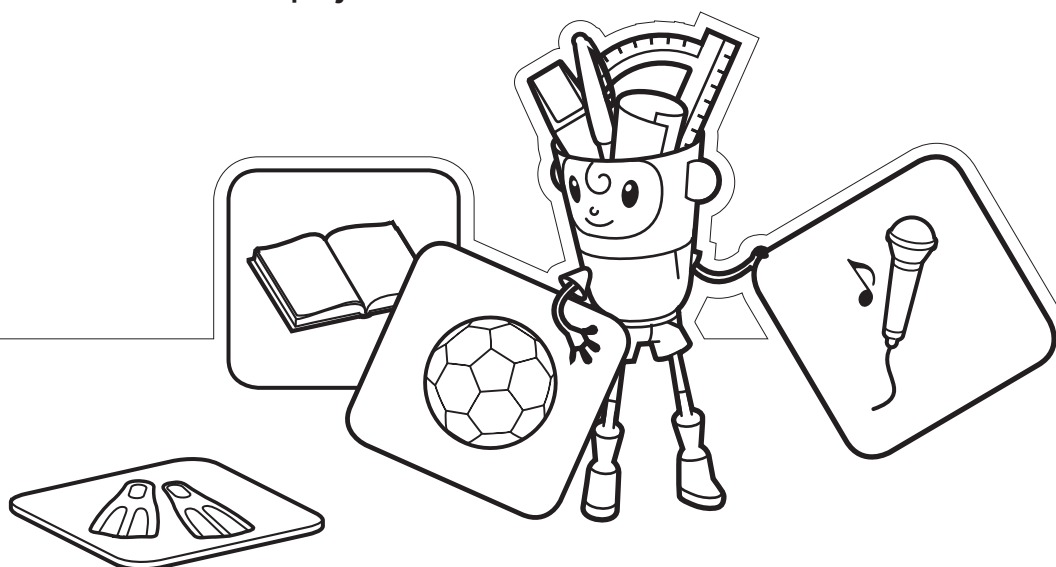
Sarinen isi len hobija

Mlo anav i tano **SUZI**. Man isi man enja berš. Jek puti ko kurko džava mle odelenjeja ko bazenti te plivinav. Odova i tano mlo najšužo hobi.

Mlo anav i tano **MELISA**. Man isi man ofto berš. Me najviše mangava te džilabav. Odolese džava svako dujto dive me dadeja ki jek učitelka, te sikavi man sar te džilabav panda pošukar.

Mlo anav i tano **ALMIR**. Man isi man deš berš. Mlo hobi i tano te čhelav fudbali. Me džava svako dive ko parko. Oduri čhelava me amalencar celo dive fudbali. Irati dindžum štar golija.

Mlo anav i tano **MAKSI**. Man isi man enja berš. Mlo hobi i tano te čitnav knjige. Mli najšuži knjiga tani kotar o Spajdermen.



Mlo anav _____

Sarinen isi len hobija

Pišin o lafija kaj so pasuinenena!

Mlo anav i tano **SUZI**. Man isi man enja berš. Jek puti ko kurko džava ko bazenti te _____. Odova i tano mlo najšužo hobi.

Mlo anav i tano **MELISA**. Man isi man ofto berš. Me najviše mangava te _____. Odolese džava svako dujto dive me dadeja ki jek učitelka te sikavi man sar te džilabav panda pošukar.

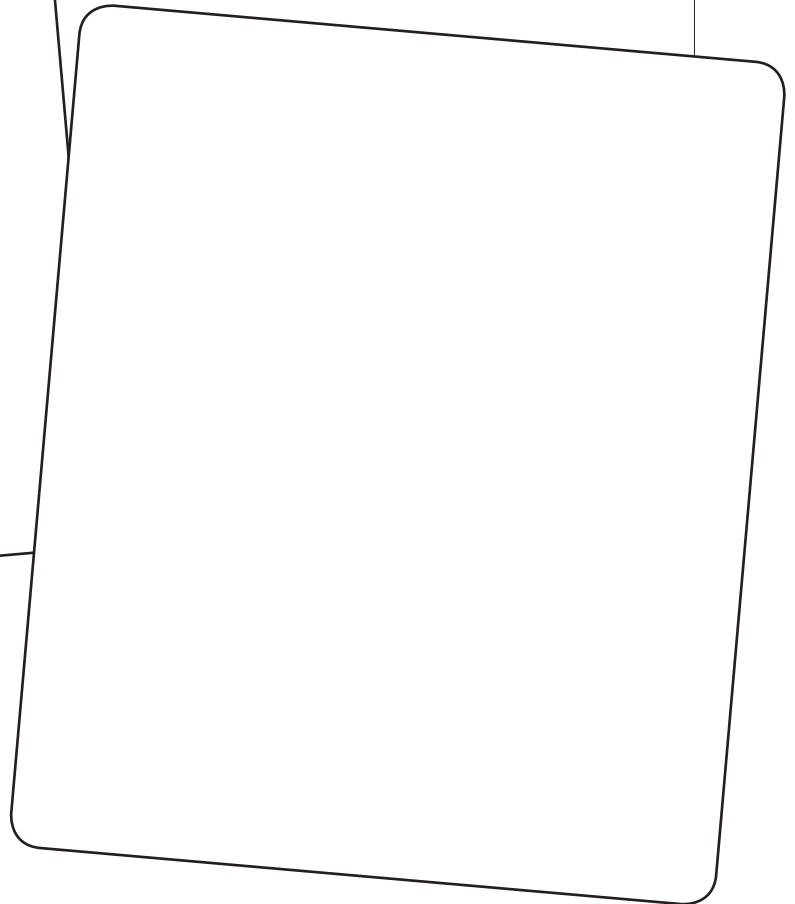
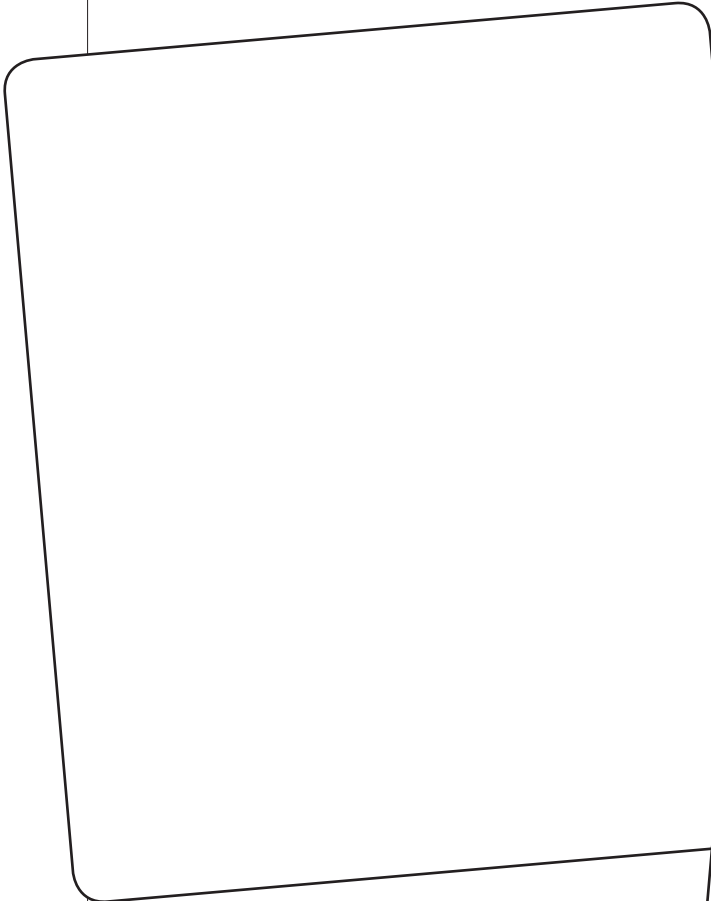
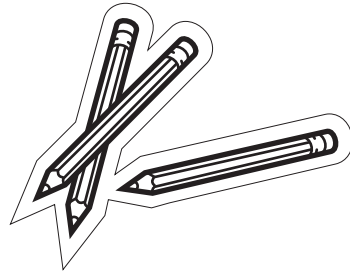
Mlo anav i tano **ALMIR**. Man isi man deš berš. Mlo hobi i tano te čhelav _____. Me džava svako dive ko parko. Oduri čhelava me amalencar celo dive fudbali. Irati dindžum štar golija.

Mlo anav i tano **MAXI**. Man isi man enja berš. Mlo hobi i tano te _____knjige. Mli najšuži knjiga tani kotar o Spajdermen.



Mlo anav _____

Amare hobija

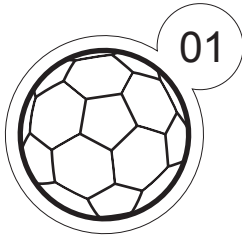


Nacrtin savo hobi
najviše mangeja!

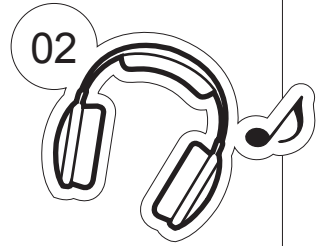


Nacrtin savo hobi
hič na mangeja!

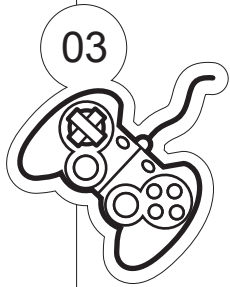
Mlo anav _____



Me mangava



Dovršin o rečenice!



01) Me but mangava _____.

02) Me but mangava _____.

03) Me but mangava _____.

04) Me but mangava _____.

05) Me but mangava _____.

06) Me but mangava _____.

07) Me but mangava _____.

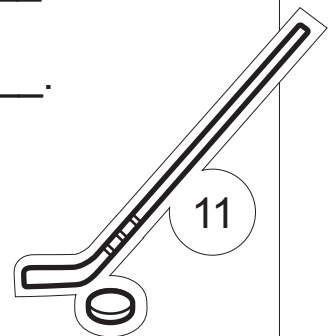
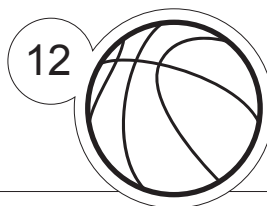
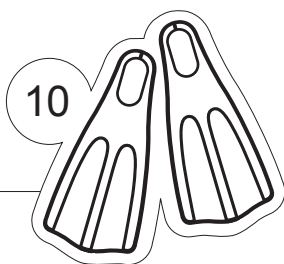
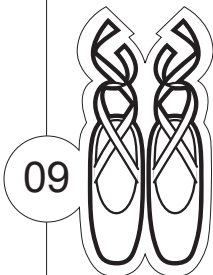
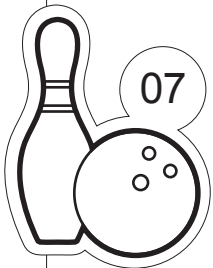
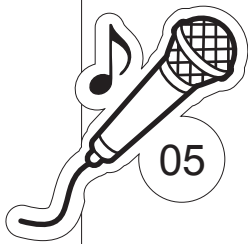
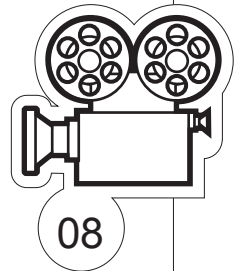
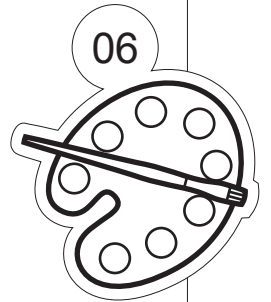
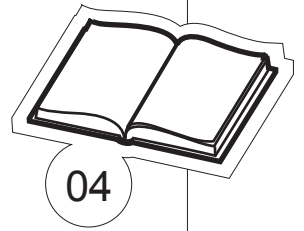
08) Me but mangava _____.

09) Me but mangava _____.

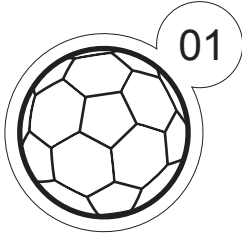
10) Me but mangava _____.

11) Me but mangava _____.

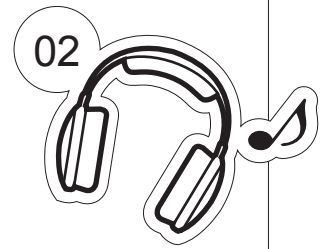
12) Me but mangava _____.



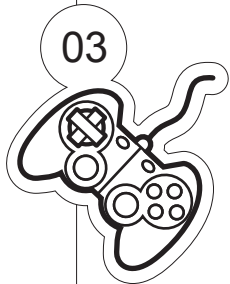
Mlo anav _____



Me na mangava



Dovršin o rečenice!

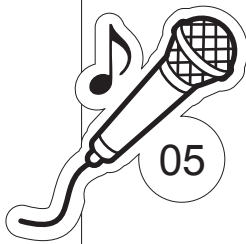


01) Me hič na mangava _____.

02) Me hič na mangava _____.

03) Me hič na mangava _____.

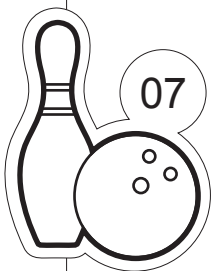
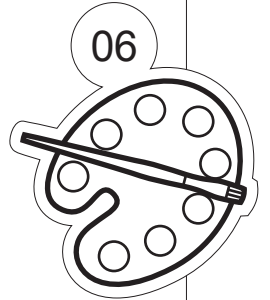
04) Me hič na mangava _____.



05) Me hič na mangava _____.

06) Me hič na mangava _____.

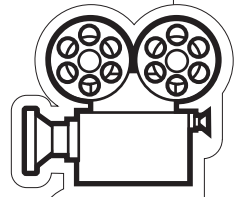
07) Me hič na mangava _____.



08) Me hič na mangava _____.

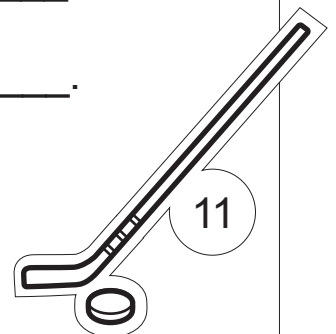
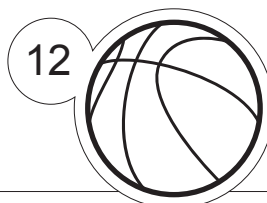
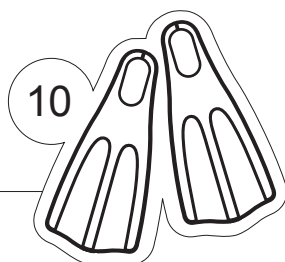
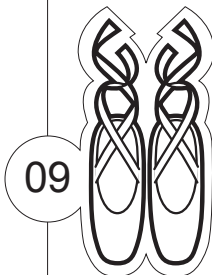
09) Me hič na mangava _____.

10) Me hič na mangava _____.



11) Me hič na mangava _____.

12) Me hič na mangava _____.



I Džemilja

I Džemilja džala ko 3. odelenije. Ola isi la but amala. Keda on arakhena pe ko parko, čerena lafi so čerdže celo kurko. I Džemilja džala svako petok te čhelel baleti hem svako subota oj džala te čhelel folklori.

Lakiri amalin, i Vera, but mangela te slikini hem svako sreda džala ki muzičko škola. Oj sikljola te bašali kemana pošto lakiri celo familija bašalela hine kemana. O Zdenko čhelela fudbali. Keda avela ko parko ništo na mangela. Samo mangela lesere amala te čhelen oleja fudbali.

O Patrik džala svako petok ki informatika hem bašali ki jek grupa kontrabas. O Čamilji džala ple papoja palo mače. Ole vičinena le Koki. Podajek puti bešena oduri skoro štar saatija hem na astarena ni jekhe mače.

