



Razvoj kulturnega kapitala romskih učencev - KULKO

**A COLLECTION OF DIDACTIC MATERIALS FOR RAISING THE LEVEL
OF BASIC CULTURAL CAPITAL OF ROMA STUDENTS
BY ENCOURAGING READING LITERACY**

(suggestions for using didactic materials)



**Co-funded by
the European Union**

Razvoj kulturnega kapitala romskih učencev

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Leader partner: Ljudska univerza Lendava (Slovenija)

Other partners: Pučko otvoreno učilište Čakovec (Hrvaška), Osnovna šola Franceta Prešerna Črenšovci (Slovenija), Osnovna šola Orehovica (Hrvaška)



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Dear students, teachers and others!

In front of you are didactic materials that will help you expand and enrich your vocabulary and enable faster and better acquisition of Croatian and Slovenian as non-native languages.

Didactic materials were created during the implementation of the Erasmus+ project KULko (Development of the cultural capital of Roma students) in Elementary School Orehovica (Croatia) and Elementary School Črenšovci (Slovenia). Ljudska univerza Lendava (Slovenia) and Pučko otvoreno učilište Čakovec (Croatia) also participated in the project.

The possibilities of using these materials are numerous, and we bring you some suggestions.



PART ONE

(The materials were created by teachers from ES Orehovica: Željka Podgorelec, Melanija Višnjić, Marijana Višnjić, Senija Zdravec-Kermek and Matea Herman Talaš.)

a) CARDS WITH SYLLABLES

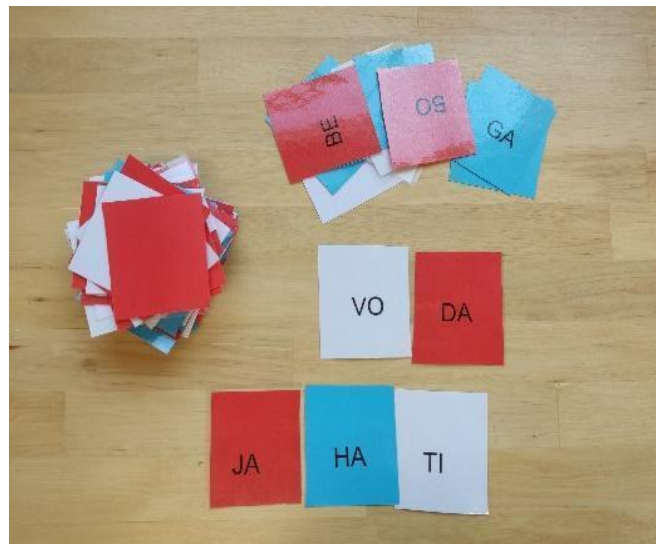
AIM: The student develops pre-reading and reading skills, enriches vocabulary and practices writing.

INSTRUCTIONS:

- The student chooses cards with syllables and arranges words.
- Creates a sentence that contains a compound word.
- Writes down a designed sentence.

ADDITIONAL TASK: The student puts together words from syllables that are in the same color.

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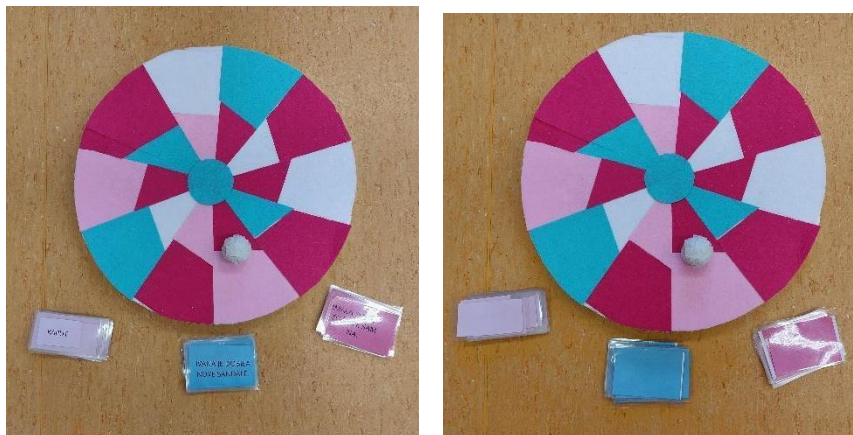


b) HARMLESS DARTS

AIM: The student enriches the vocabulary, practices reading, the correct order of words in a sentence, and writing.

INSTRUCTIONS:

- The student throws the ball and hits the blue, purple or pink field.
- He chooses the color of the card according to which color he guessed in the field. Each card contains tasks that the student must solve.
- There is a given word on the pink cards, and the student must come up with a sentence that will contain that word. The blue card has a given sentence, the student must read it. The order of the words is mixed up on the purple card, the student must form a correct sentence.
- He takes every correctly solved card.



c) MAN DON'T GET ANGRY WITH THE LETTERS OF THE CROATIAN ALPHABET

AIM: The student enriches the vocabulary, practices dividing words into sounds and putting sentences together.

INSTRUCTIONS:

- Students alternately roll the dice, cross the squares and stop at a certain letter.
- They name the letter on which they stopped.



- They recall a word that begins with that sound, break the selected word into sounds and come up with a sentence with the selected word.



d) CARDS WITH THE NAMES OF DOMESTIC AND WILD ANIMALS

AIM: The student enriches the vocabulary and practices pre-reading skills

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INSTRUCTIONS:

- The student draws one card.
- Turns the side with the picture towards him.
- Says what is on the picture in Croatian.
- Breaks the word into sounds.



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e) CARDS WITH THE NAMES OF VEGETABLES

AIM: The student enriches the vocabulary and practices spoken expression.

INSTRUCTIONS:

Variant 1:

- The student draws one card at a time, making sure that the other students do not see what is on it.
- Describes what is on the card until the other students guess what it is.

Variant 2:

- Students work in groups.
- Each student draws one card.
- Turns the side with the picture towards him.
- Says what is on the picture in Croatian.
- The student spells the word.

Variant 3:

- Students work in groups.
- We show them a thumbnail with a drawing of vegetables.
- They come up with as many sentences as possible that contain the given word (the name of the vegetable).



f) FRUIT NAME CARDS

AIM: The student enriches the vocabulary, develops pre-reading skills and practices spoken expression.

INSTRUCTIONS:

- The student draws one card. He turns the side with the picture towards him.
- Says what is on the picture in Croatian.
- Breaks the word into sounds. If he does not know the name of the fruit shown, he turns to the side where the name is written to read it.
- Makes up several sentences containing the given word.

g) CARDS WITH THE NAMES OF SCHOOL SUPPLIES

AIM: The student enriches the vocabulary and practices spoken expression and pre-reading skills.

INSTRUCTIONS:

10

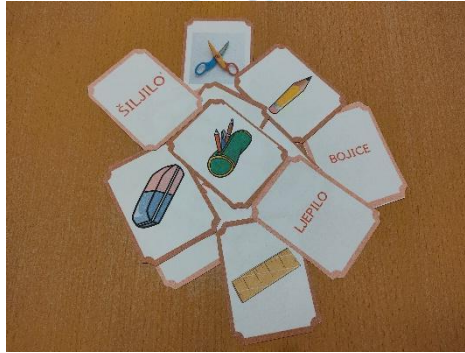
Variant 1:

- Students work in groups.
- Each student draws one card.
- Turns the side with the picture towards him.
- Says what is on the picture in Croatian language.
- The student spells the word.

Variant 2:

- Students work in groups.
- We show them a thumbnail with a drawing of school supplies.
- They come up with as many sentences as possible that contain the given word (name of school supplies).





h) **CLOTHES - CARDS**

AIM: The student enriches the vocabulary and practices composing sentences.

INSTRUCTIONS:

- The student chooses a card with a picture of a particular item of clothing.
- Names the item of clothing.
- Creates a sentence containing the given word.

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i) **COLORING ACCORDING TO INSTRUCTIONS**

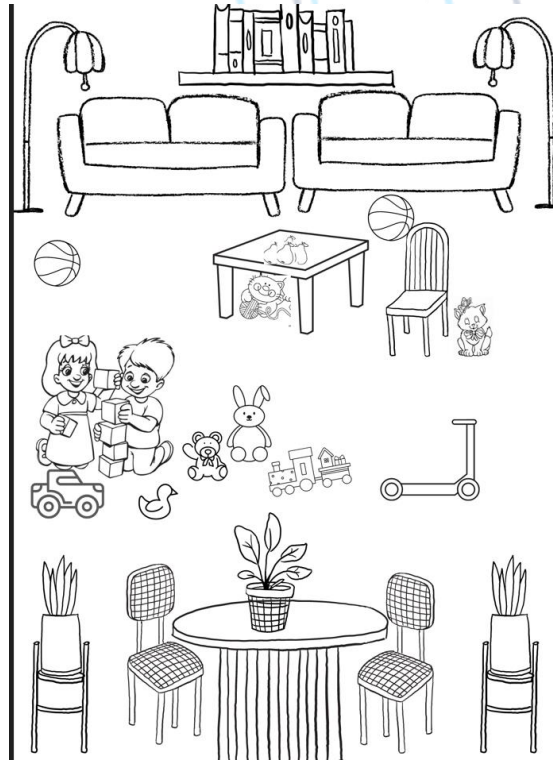
AIM: The student enriches the vocabulary, practices reading and listening skills and the understanding of individual sentences.

INSTRUCTIONS:

- The student receives a teaching sheet with a black and white drawing.
- The student fills the drawing with colors according to the instructions.

NOTE: The instruction can be written below the drawing or the teacher can read it.





j) CREATING A PICTURE STORY

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AIM: The student develops creativity, enriches vocabulary, practices reading skills and meaningful completion of sentences.

INSTRUCTIONS:

- The student receives a text with gaps.
- Draws beings, things or phenomena in the blanks (instead of writing words). The story must be meaningful and interesting.
- The student reads and presents his picture story to the class.



ZADATAK: Pažljivo pročitaj tekst. Na mjestima gdje je prazno nacrtaj ono što misliš da bi trebalo pisati. Daj naslov svojoj priči.

Nekada davno, u _____ živjela su tri _____ . Bili su jako veseli i voljeli su

_____ . Svaki su dan išli u _____ . Jednoga dana na putu do

_____ našli su _____ . Bili su jako sretni. Odmah su otišli u _____ i kupili

Prvi _____ kupio je _____ . Drugi _____ kupio je

Treći _____ kupio je _____ . Ali jednoga dana došao je

i sve im ukrao. _____ su bili jako tužni. Ali brzo su sve zaboravili i opet su se svaki

_____ dan samo _____ .

k) MIXED SENTENCES

AIM: The student practices reading, the correct order of words in a sentence, and writing.

INSTRUCTIONS:

- The student draws a card on which the order of the words in the sentence is mixed up.
- Forms a correct sentence orally.
- Writes down a properly formed sentence.



I) LANGUAGE GAMES

(Looks at you; Runs, walks, swims, flies, jumps; Fast and accurate; And the first thing is...; Oh, how I love shopping; First or last, it doesn't matter; Truth or dare; One, two, ten, maybe fifty; I cook, bake and say the word; Like me; Complete me)

AIM: The student enriches the vocabulary, develops logical thinking and oral expression.

m) DESCRIPTION OF LANGUAGE GAMES:

He's looking at you...

The students arrange themselves so that each of them has enough room to crouch. We alternately say the names of living and non-living things. If we say the name of a living creature (e.g. a horse), the students must crouch down. When they hear the name of an object (e.g. a table), students must stand. The winner is the student who remains the last in the game.

Run, walk, swim, fly, jump

We assign the students with different movement verbs: run, jump, walk, swim, fly, crawl... The students have to come up with as many sentences as possible with the given verb. For example *A bear can run, a bird can fly, a baby can crawl...*

Fast and accurate

Students recite a rhyme or a song by heart. The goal is to pronounce as quickly as possible, but without mistakes.

And the first is...

We specify the initial letter, e.g. a. In one minute, the students have to come up with a sentence that will have as many words as possible starting with the initial letter. For example *The apple is edible.*

Oh, how I love shopping

Ask the students to close their eyes. Teacher guides them by saying: Imagine you're in a big store. You have reached the fruit section. List what you can buy there.

First or last, it doesn't matter



Students stand in a circle. We give them one word (e.g. chicken), and the student next to it must say the word out loud with which the given word begins or ends.

Truth or Dare

Students sit in a circle. The student chooses whether he wants to play truth or dare. In truth, the questions are related to the teaching of the Croatian language, and in the challenge, for example, they have to do five squats.

Who is it, what is it?

We ask students questions: Who can we see in the zoo? What can we see in the zoo? Who can we see on the street? What can we see on the street? Who can we see at school? What can we see in the school? Who can we see in the store? What can we see in store?

One, two, ten, maybe even fifty

We say the singular to the students, and they have to say the plural. Possible words: book, fish, banana, dog, lion, ear, tail, name, child, man, school, hand. Then we give the plural, and they have to say the singular. Possible words: flags, pencils, clouds, people, children, cups, tablecloths, tables, leaves, trees, scissors, trousers.

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I cook, bake and say the word

We tell the students to imagine that they are chefs. In the kitchen, we have a lot of fruits and vegetables that we need to make soup or bake a cake from. When we say the name of the vegetable, the student must shout soup. When we say the name of the fruit, the student must shout cake.

Like me...

We give the students one word. Their task is to remember something that they can associate with the given descriptive adjective. For example Milk is white. What is all white? The ball is round. What is round? The sky is blue. What is all blue?

Complete me...

We give the students sentences that need to be completed. We read the sentence to them, and their task is to say as many words as possible with which they can complete the sentence to make it meaningful. Example sentences: When I grow up, I want to be ..., I was walking in the forest and suddenly I saw ..., My favorite season is ..., When I entered class in the morning, I saw ..., When I woke up, first of all..., My favorite game is..., When I opened the door



yesterday, there was/was standing in front of it..., In the store I bought/bought..., I like playing with..., Ice cream can be..., One day I woke up I am like ..., My mom cooks well ..., In the zoo we can see ..., In the sea we can ..., I play with my friends ...

INSTRUCTIONS:

- Divide the students into groups or pairs.
- Competition in a series of language games.
- Totaling points after each game.
- Final tally of points.

n) COMPLETING SENTENCES

AIM: The student practices reading, correct and meaningful completion of sentences, and correct use of cases.

INSTRUCTIONS:

- The student receives a piece of paper with sentences in which the word is missing.
- Completes the sentence with a word of your choice, but the sentence must make sense.
- Reads sentences.



Dopuni rečenice.

Danas je baš hladno i vani pada
..... je kada se dvoje ljudi voli.
Za cijela obitelj kiti
Moje omiljeno godišnje doba je
Crvenkapica i baka boje se
Volim šetati
Jedva čekam da padne snijeg pa da mogu napraviti
Volim kada je vruće i kad sija
Kada sam na praznicima, nedostaje mi
Najdraže mi je kad za rođendan dobijem puno
Uskoro će biti
Za novu godinu uvijek gledamo predivan
Volim zanimljivu knjgu.
Ove ću godine Djedu Mrazu najljepše
Mama mi je kupila novi i
Moja omiljena igračka je

o) ONLINE MEMORY

AIM: The student practices reading and memorization and enriches vocabulary.

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INSTRUCTIONS:

- We divide the students into groups.
- On the website *www.jezicneigre.com* we select the wanted category of memory game (fruits, vegetables, clothes, other food, animals).
- Students from each group take turns. There are words and pictures on the memory cards.
- If the student opens a card with a picture, the task is to name what is on it. If the student opens a card with a word, his task is to read that word. A pair consists of a picture and a word of the same item.
- The game lasts until all fields are opened.



p) **TO THE LETTER, TO THE LETTER...**

AIM: The student practices pre-reading skills and enriches vocabulary.

INSTRUCTIONS:

- The student receives a teaching sheet with various drawings (flower, swan, etc.).
- The instructions state that words starting with the letter A should be colored blue, words with K green, words with L purple, etc.
- Fills in drawings with colors according to instructions.

q) **BODY PARTS – CARDS**

AIM: The student enriches vocabulary and practices spoken expression.

INSTRUCTIONS:

- The student draws a card with a specific body part on it.
- Student describes what is on the card until the other students guess which part of the body it is.
- Each student comes up with a sentence containing the given word.

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r) DOMINO GAME – PROFESSIONS

AIM: The student enriches vocabulary and practices spoken expression.

INSTRUCTIONS:

- Students arrange the cards so that the word is added to the picture or vice versa (for example, the profession of firefighter to a picture of a firefighter and vice versa).
- Students list everything they know about a certain profession.



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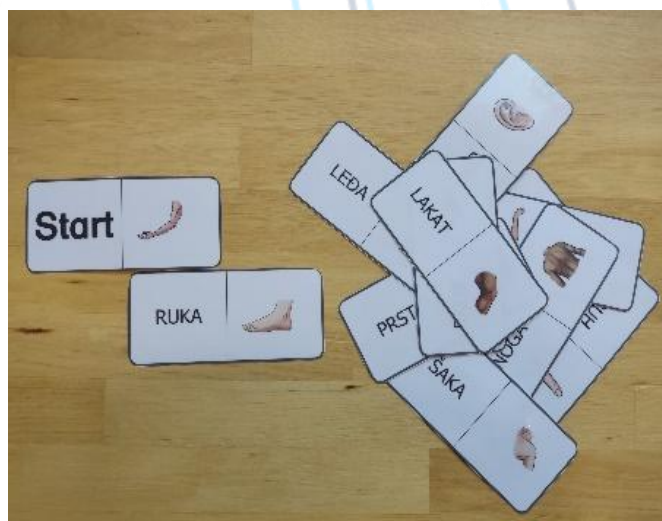
s) DOMINO GAME – BODY PARTS

AIM: Acquiring new concepts and explaining them.

INSTRUCTIONS:

- Students arrange the cards so that the word is connected to the picture or vice versa (e.g. elbow - picture of elbow and vice versa)
- Students show body parts and state what they are used for.





t) HYGIENE – CARDS

AIM: The student enriches vocabulary and practices spoken expression.

INSTRUCTIONS:

- The student draws one card with a specific item on it.
- Describes what is on the card until the other students guess what is shown on the card.

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u) BINGO – LETTERS OF THE CROATIAN ALPHABET

AIM: Adoption of capital and small letters of the Croatian alphabet; recognition of letters as signs for voice.

INSTRUCTIONS:

- Students are given cards with letters (uppercase or lowercase) and tokens to cover the letters.

Option 1:

- Teacher draws cards with letters, shows and pronounces the letters, and the students cover the required letter.

Option 2:

- Teacher draws cards with letters. Pronounces, but does not show the letters, and the students cover the required letter.

Option 3:

- Teacher draws cards with letters, says the word that starts with the requested letter, and the students cover the requested letter.

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v) BINGO - FRUITS/VEGETABLES/FOOD

AIM: Acquisition of concepts, enrichment of vocabulary.

INSTRUCTION:

- To play "Bingo" you need: Bingo cards (there are pictures on one side of the cards, and on the other side are words), cards with pictures/words used by the presenter, overlay buttons.

Option 1:

- Teacher selects one winning card in advance. For drawing, he prepares cards with pictures/words on the winning card. Each player gets one card. Teacher randomly draws pre-prepared cards from the box, and students look for pictures/words on their cards. The first student to break all the pictures/words wins.

Outcome: one winning card.

Option 2:

- Every student gets one card. Teacher draws cards at random with pictures/words from the box, and students look for pictures/words on their cards. Student who is the first to cover all the pictures/words wins.

Outcome: one or more winning cards.



PART TWO

(The materials were created by teachers from ES Črenšovci: Petra Smej, Romana Glavač, Samira Horvat and Stanka Zver)

a) RECOGNIZE THE LETTER - CONTINUE THE WORD

AIM: The student recognizes the letters (character for a certain sound) and reads the word. Students are able to find the correct letters and form a word based on suggestions.

INSTRUCTIONS:

- The student pulls out a wooden stick with a word written on it from the pot. He reads or spells the word.
- In the letter box, the student finds the letters that make up the word on the stick and composes the word.
- Reads the word.
- Writes the word on a sheet of paper.

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ADDITIONAL TASK:

We encourage students to independently find and compose a word from the letters in the box.

NOTE: The didactic tool is suitable for early literacy.



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b) WORD FOR WORD

AIM: The student forms words from syllables and knows how to form a word using syllables.

INSTRUCTIONS:

- The syllables of words are written on wooden sticks. Two sticks make a meaningful word. The student chooses a stick, reads the syllable on the stick and finds a stick with a syllable that could make a meaningful word.
- Reads a word and writes it down.

In order to make the task easier to understand, students can also be shown thumbnails of the words they will compose.

NOTE:

The didactic tool is suitable for early literacy.



c) PUPPETS OF FAMOUS FAIRY TALES - ROLE PLAY

AIM: The student recognizes and retells a well-known fairy tale, immerses himself in a certain role and knows how to play it.

INSTRUCTIONS:

- We read the well-known fairy tale (Little Red Riding Hood) to the students and retell it together. We encourage the student to choose a specific role in the fairy tale. We perform the fairy tale with dolls.



d) PROFESSIONS

AIM: The student learns about different professions and describes them. Expands vocabulary and learns descriptions of items, people and professions.

INSTRUCTIONS:

- The student names a profession and classifies items according to occupation. Names items and tells what they are needed for in a certain profession.





e) WHERE IS THE OBJECT (BALL) LOCATED?

AIM: The student connects expressions/relationships with pictures.

INSTRUCTIONS:

- The student draws a card and says where the green ball is. When he answers correctly, he also finds the written answer.

ON THE BOX	NEXT TO THE BOX	IN FRONT OF THE BOX	IN THE BOX
BEHIND THE BOX	UNDER THE BOX	BETWEEN THE BOXES	ABOVE THE BOX













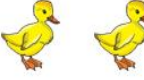
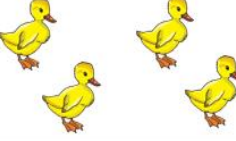





f) **HOW MANY ANIMALS ARE IN THE PICTURE? – SINGULAR/DUAL/PLURAL**

AIM: The student learns numbers, learns about animals and their characteristics.

INSTRUCTIONS:

- Sort cards by group of animals. Animals are named, counted and described.

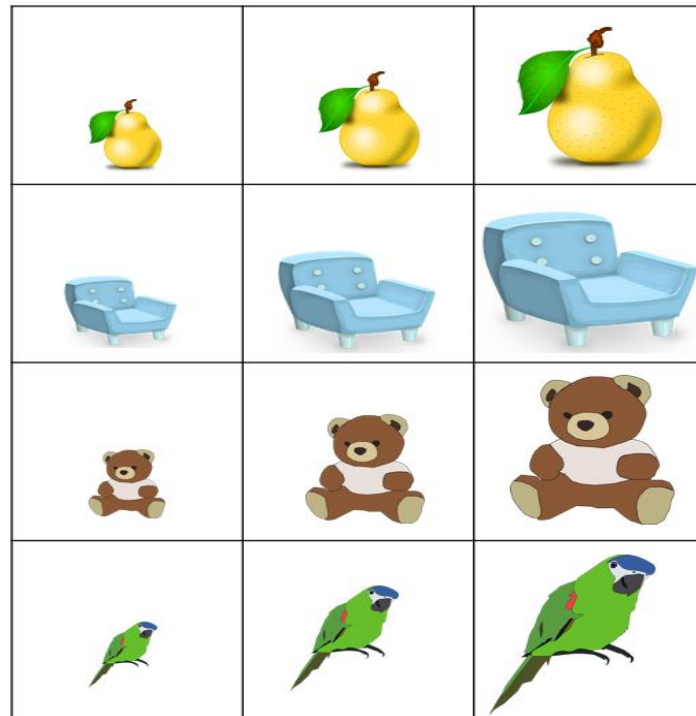


g) GRADUATION - LESS, MORE, MOST

AIM: Grading and comparing objects according to size.

h) INSTRUCTIONS:

- The student names the cards and sorts them by size.



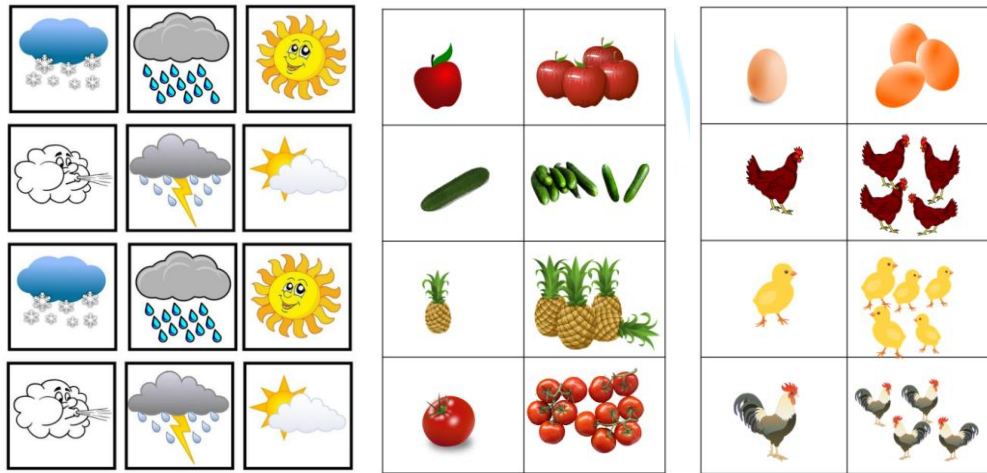
i) MEMORY GAME

AIM: Exercises memory and concentration. Recognizes and names objects, phenomena, numbers, colors...

INSTRUCTIONS:

- Students in pairs alternately reveal two cards and try to remember them. Identical cards bring a point or the child keeps the cards. The winner is the one who collects the most points/cards.





j) STORYTELLING CARDS

AIM: Enriching vocabulary, composing meaningful sentences, composing a story.

INSTRUCTIONS:

- The student makes up sentences and a meaningful story based on the given links.



k) DOMINO - DAYS OF THE WEEK

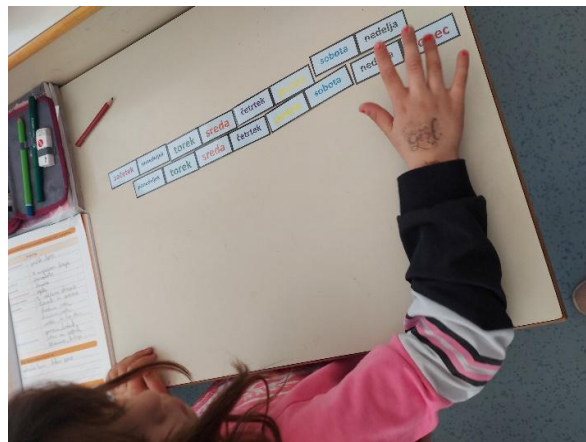
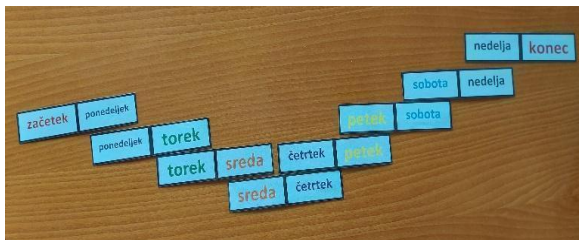
AIM: The student improves his knowledge of the days of the week. He learns the correct naming of days and their order. He enriches his vocabulary.

INSTRUCTIONS:

- Dominoes are glued to a hard surface, cut and plasticized.
- Students play in pairs, continuing the sequence of days of the week.
- The first domino is the one that says the beginning, and the last one is the one that says the end.

Alternative (SLO):

If we change the lowercase letters to uppercase, it can possibly be used in 1st and 2nd grade.



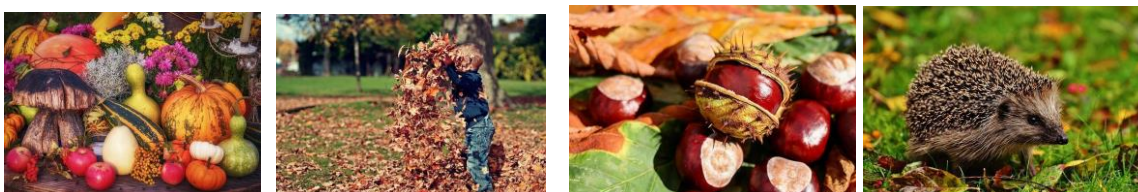
l) SEASONS

AIM: The student learns about the seasons using the picture. He thinks about what belongs to a certain season, what happens in a certain season and what is characteristic of a certain season. Students are encouraged to present their own proposals.

INSTRUCTIONS:

- A student looks at a photo showing four trees in different seasons. The task is to sort the photos and words into the appropriate season.





SUMMER	AUTUMN	WINTER	SPRING
NATIONAL DAY	DAY OF THE DEAD	IT'S WARM OUTSIDE	SLEDDING



m) SEASONS AND MONTHS

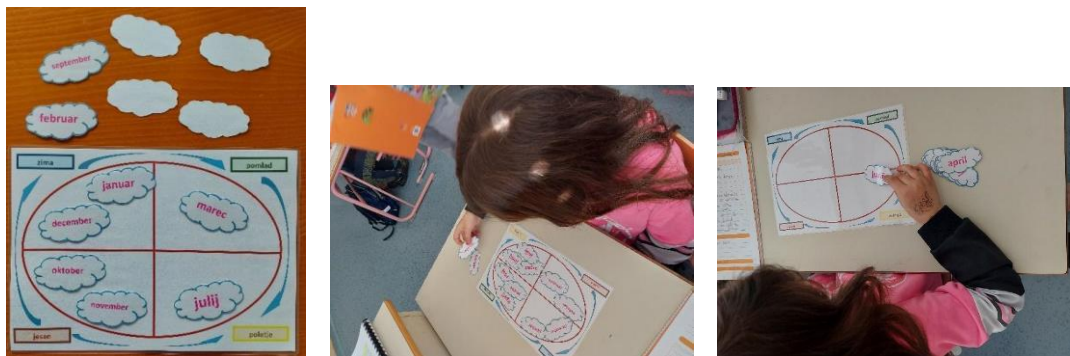
AIM: Students learn about months and seasons. They practice naming and ordering months and seasons correctly. They enrich their vocabulary.

INSTRUCTIONS:

- The basis is the circle of seasons.
- They have plasticized months of the year on the pile.
- They draw cards with months from the stack, read them correctly and classify the month into the appropriate season.
- If a student makes a mistake, the next student has a chance to give the correct answer.
- One point is given for each correct answer. Points are added up, and whoever has more wins. The game can be played by two or more players (up to 12).

Alternative (SLO):

If we use capital letters, it is suitable for 2nd grade, possibly 1st grade.



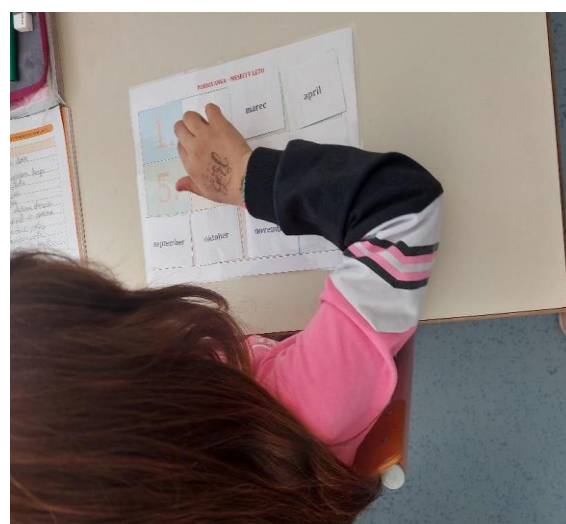
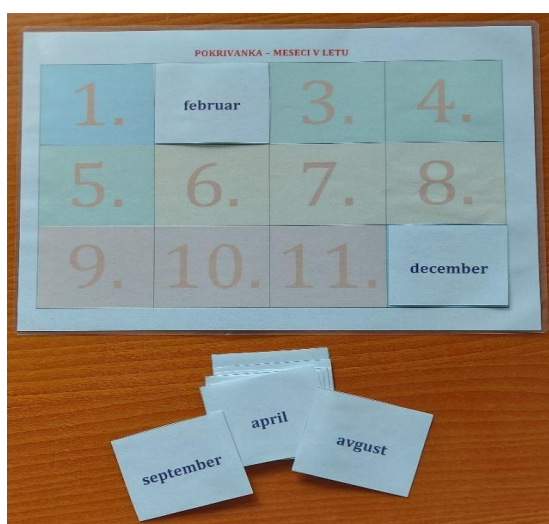
n) MONTHS IN A YEAR

AIM: The student acquires knowledge about the months of the year. Practices the correct naming of the months and their order. He enriches his vocabulary.

INSTRUCTIONS:



- On the base there are ordinal numbers from 1 to 12. The names of the months are printed on the cards.
- The student draws one card from the stack, reads the name of the month and places it in the correct place on the mat (e.g. he draws March, reads it correctly and places it in box number 3 on the mat).
- If he makes a mistake (reads wrongly or places it wrongly), he should do some movement exercise, e.g. 3 squats, 2 jumps, etc.
- The game can be played by two or more students.



OVERLAY TABLE AND MONTHS

1.	2.	3.	4.
5.	6.	7.	8.
9.	10.	11.	12.
January	February	March	April
May	June	July	August
September	October	November	December



o) GENDER

AIM: The student names the creatures in nature. Distinguishes between masculine and feminine gender. Enriches his vocabulary.

INSTRUCTIONS:

- In pairs, students get word cards. They turn the cards upside down.
- Then they open two at a time and look for pairs of words. One word must be feminine and the other masculine (e.g. deer - hind...).
- If a student hits a matching pair, he keeps it. The winner is the student who has the most pairs of words.



ROOSTER	HEN	DUCK	FEMALE DUCK
DEER	HIND	DRIVER	FEMALE DRIVER
COOK	FEMALE COOK	ROE DEER	ROE BUCK
MALE CAT	FEMALE CAT	DOCTOR	FEMALE DOCTOR
RAM	SHEEP	GOAT	BILLY GOAT
FEMALE HORSE	HORSE	VIXEN	FOX

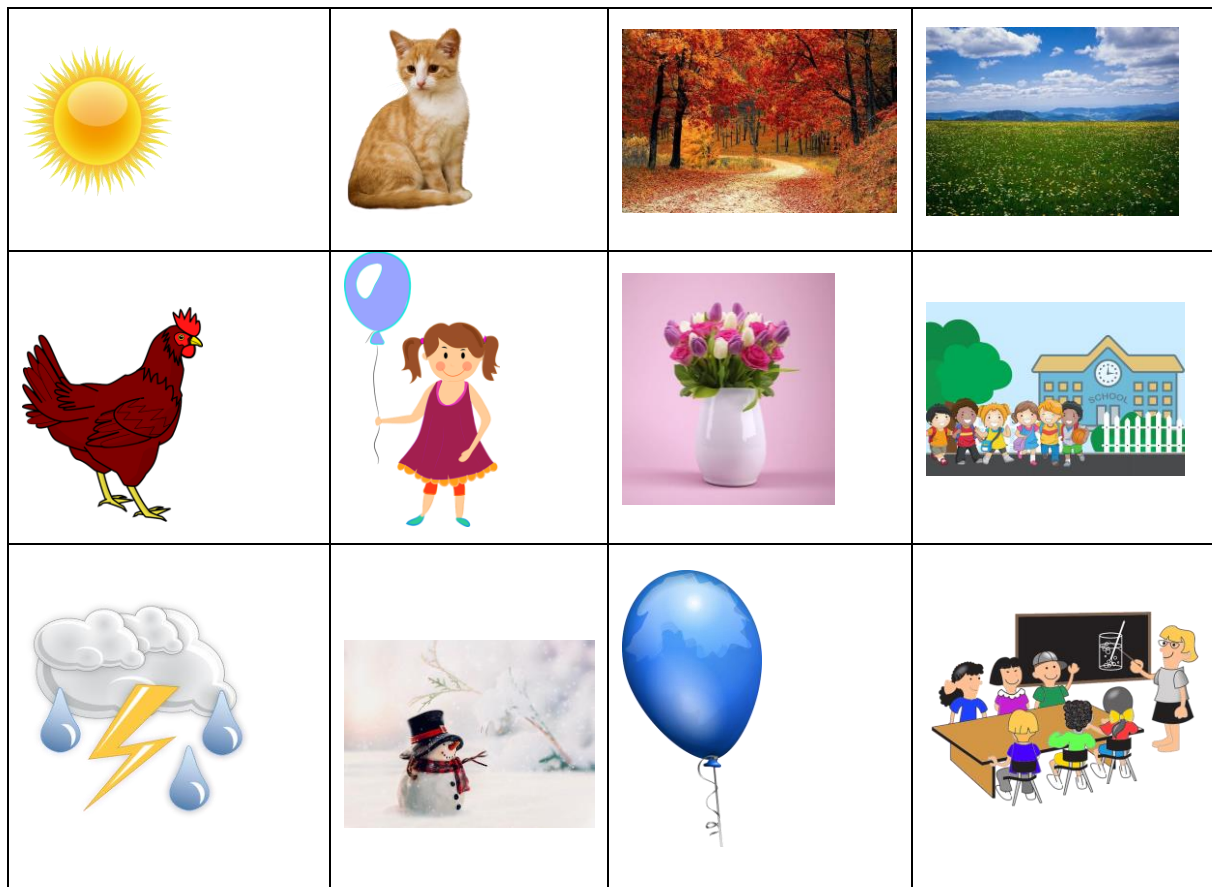


p) TALKING ABOUT PICTURES

AIM: The student enriches his vocabulary. He speaks meaningful sentences and describes objects/beings/phenomena.

INSTRUCTIONS:

- The student draws three cards.
- Creates sentences or a story using the received cards.



q) I KNOW

AIM: The student recognizes the picture and divides the given word into syllables and the number of words. The student recognizes the first and last voice. The student develops speaking and understanding skills.



INSTRUCTIONS:

- The student chooses any picture, describes it, and then determines the number of words, the number of syllables and displays the given word using magnetic letters. Also, he writes down a compound word and draws it.
- We encourage the student to tell where he has already seen, for example, a ship, what color is a banana...



r) THE MAGIC BOX

AIM: The student expands his vocabulary. The student strengthens his speaking and communication skills, practices concepts (large, small, colors, shapes, purpose and usefulness of objects).

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INSTRUCTIONS:

- There are various objects in the box that the student takes out at will and tries to come up with a story.



s) **FIND A PAIR**

AIM: The student learns reading techniques. The student enriches his vocabulary. The student exercises his memory.

INSTRUCTIONS:

- The student chooses any task on which different things (objects, people) are written/drawn and looks for a pair or tries to match the photo with the corresponding text.



GIRL	IS PICKING	YELLOW	FLOWERS.
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GRANDFATHER	IS DRIVING	A TRACTOR.
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A PIG	IS	ROLLING	IN	THE MUD.
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