

# JL

## Janua linguarum – Vrata v jezike

*1, 2, 3, 4, 5*

**Topic:** *WE COUNT*

**Class:** 1st ( nine-year-primary school)

**Age:** 6

**Duration:** 2 school hours (2x 45 minutes)

**School:** OŠ Vodmat Ljubljana

**Teacher:** Helena Abram

**Cross-curricular links:** Slovene, Environmental studies, Maths

### **Task 1 – Comparing the words for numbers 1 - 5 in five languages (Slovene, Croatian, English, Italian and German)**

#### **Aims and objectives:**

- to help students develop a positive attitude to linguistic and cultural diversity,
- to make students aware that in different environments people speak differently,
- to make students compare the sounds of words bearing the same meaning in different languages,
- to teach students a new poem and count from one to five in five different languages.

#### **Proposed procedure**

##### 1. Preparation:

The teacher has a video of a poem in which children count from one to five in different languages. For each child there is a little flag to be raised when they think the pairs of words sound similar.

2. Activities: students work as a whole class and individually; they watch a video with the poem and try to guess the languages in which children count; they also justify their answer. The teacher says a number in two different languages and students raise their flag if the words sound similar.

ENA	DVE	TRI	ŠTIRI	PET
JEDAN	DVA	TRI	ČETIRI	PET
ONE	TWO	THREE	FOUR	FIVE
UNO	DUE	TRE	QUATRO	CINQUE
EINS	ZWEI	DREI	VIER	FÜNF

## Task 2 – Marking the number of syllables with crosses

### Aims and objectives:

- to make students compare the length of words with the same meaning in different languages by counting syllables,
- to make students aware that words bearing the same meaning in different languages can be of equal or different length.

### Proposed procedure

#### 1. Preparation:

The teacher has the same video as above, a table to become a blackboard picture and finger puppets. For each child the teacher has the same table to be filled in with crosses indicating the number of syllables.

2. Activities: students work as a whole class and individually; they watch the video again but this time the teacher stops the tape after each number and students indicate the number of syllables by clapping their hands. On the blackboard, the teacher draws a table with numbers and the first letter of the language and gives instructions to students to fill in their table with crosses, whereby each cross stands for one syllable. Finally, the teacher also fills in his/her table (see below) for students to check and teaches students the poem with the help of finger puppets.

### Blackboard picture

Languages	1	2	3	4	5
<b>S(lovene)</b>	xx	x	x	xx	x
<b>C(roatian)</b>	xx	x	x	xxx	x
<b>E(nglish)</b>	x	x	x	x	x
<b>I(talian)</b>	xx	xx	x	xx	xx
<b>G(erman)</b>	x	x	x	x	x

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