

Attivitajiet varji għat-tagħlim tal-lingwa fil-primarja

Dawn huma attivitajiet sempliċi li jistgħu jintużaw kemm fil-lezzjonijiet tal-Malti u kif ukoll f'tal-Ingliż. Xi wħud minnhom tista' tużahom fi gruppi għalihom, biex fl-istess ħin inti tkun tista' tagħmel xi attivitajiet oħrajn ma' xi grupp ieħor.

Żgur li inti għandek ideat oħrajn kif tagħmel attivitajiet motivanti u kreattivi għat-tfal tal-klassi tiegħek. Toqgħodx lura u esperimenta attivitajiet ġodda. Nisperaw li dawn l-attivitajiet jistgħu jgħinuk.

Insellu għalik!

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● Nisma' u nuri

Hila/iet ewlenija: qari u smigh

Għan/ijiet

- L-istudenti jikkollegaw kelma li jismighu mal-istampa tagħha.

Riżorsi

- Storja jew poezija
- Flexkards

Metodu

1. Sib jew oħloq storja jew poezija.
2. Aghżel kliem minnha.
3. Kull waħda li tkun għazilt pingi l-istampa tagħha fuq flexkard.
4. Qassam il-flexkards lit-tfal.
5. Aqra l-istorja b'vuċi għolja biex kull meta ssemmi xi kelma li dwarha hemm l-istampa tagħha, it-tfal jgħollu l-flexkard.

● Waħda wara l-oħra

Hila/iet ewlenija: qari u smigh

Għan/ijiet

- L-istudenti jikkollegaw kelma li jismighu mal-istampa tagħha.
- L-istudenti jitgħallmu s-sekwenza.

Riżorsi

- Storja jew poezija
- Flexkards

Metodu

1. Sib jew oħloq storja jew poezija.
2. Qiegħed l-istudenti fi gruppi.
3. Aqra l-istorja/poezija.
4. Għid lit-tfal fil-gruppi biex ipoġġu l-flexkards waħda wara l-oħra skont is-sekwenza tal-istorja.

● Liema hi t-tajba?

Hila/iet ewlenija: qari u smiġh

Għan/ijiet

- L-istudenti jikkollegaw kelma li jismigħu mal-istampa tagħha.

Riżorsi

- Storja jew poeżija
- Flexkards

Metodu

1. Ohloq jew sib storja jew poeżija.
2. Agħzel kliem minnha.
3. Kull waħda li tkun għażilt pingi l-istampa tagħha fuq flexkard.
4. Waħhal il-flexkards madwar il-klassi.
5. Aqra l-istorja/poeżija u għid lit-tfal biex kull meta ssemmi xi kelma li dwarha hemm l-istampa tagħha, jippontaw lejn il-flexkard.

● Ċaqċiqa

Hila/iet ewlenija: qari u smiġh

Għan

- L-istudenti jikkollegaw kelma li jismigħu mal-istampa tagħha.

Riżorsi

- Storja jew poeżija
- Flexkards

Metodu

1. Waħhal il-flexkards ta' tema partikulari fuq il-bord.
2. Aqsam il-klassi f'żewġ timijiet.
3. Qabbad rappreżentant minn kull tim biex jiġi quddiem il-bord.
4. Għid kelma jew ħoss li tkun tirrapreżenta stampa ta' flexkard.
5. L-ewwel wieħed li jpoġġi idejh fuq il-flexkard jirbaħ punt.
6. Irrepeti l-attività b'rappreżentanti differenti mit-timijiet.

● **Stampa u kelma**

Hila/iet ewlenija: qari

Għan

- L-istudenti jqabblu stampa mal-kelma miktuba.

Riżorsi

- Flexkards

Metodu

1. Pingi jew waħħal stampi fuq flexkards.
2. Fuq flexkards separati iktib il-kelma li takkumpanja l-istampa tal-flexkard.
3. Aqşam il-klassi fi gruppi.
4. Qassam il-flexkards kollha lill-gruppi.
5. Qabbad lill-istudenti biex iqabblu l-flexkard bl-istampa mal-flexkard bil-kelma li tkun tikkorrisondi magħha.
6. Tista' tuża din l-attività bħala logħba ta' kompetizzjoni bejn il-gruppi u l-grupp li jlesti l-ewwel jirbaħ punt.

● **Pari**

Hila/iet ewlenija: qari

Għan

- L-istudenti jqabblu stampa mal-kelma miktuba.

Riżorsi

- Flexkards

Metodu

1. Pingi jew waħħal stampi fuq flexkards.
2. Fuq flexkards separati iktib il-kelma li takkumpanja l-istampa tal-flexkard.
3. Aqşam il-klassi fi gruppi.
4. Qassam il-flexkards wiċċhom 'l isfel.
5. Qabbad lill-istudenti biex wieħed wieħed jaqilbu flexkard tal-istampa u flexkard tal-kelma u jaraw jekk tkunx tikkorrispondi magħha.
6. Ir-rebbieħ ikun dak li jkun qata' l-iktir pari.

● Għaqqad il-kelma

Fila/iet ewlenija: qari

Għan

- L-istudenti jagħrfu l-partijiet li jsawru kelma

Riżorsi

- Flexkards

Metodu

1. Ikteb kelma fuq kull flexkard.
2. Wara, qasqas il-kelma min-nofs. Tista' taqsamha skont is-sillabi.
3. Aqşam il-klassi fi gruppi.
4. Qassam il-flexkards lill-istudenti u għidilhom biex jippruvaw jgħaqqdu l-kliem tal-flexkards.

● Għaqqad is-sentenza

Fila/iet ewlenija: qari

Għan

- L-istudenti jagħrfu l-partijiet ta' sentenza

Riżorsi

- Flexkards

Metodu

1. Ikteb sentenza fuq kull flexkard.
2. Wara, qasqas flexkard fi frażijiet qosra.
3. Aqşam il-klassi fi gruppi.
4. Qassam il-flexkards lill-istudenti u għidilhom biex jippruvaw jgħaqqdu l-frażijiet tal-flexkards f'sentenzi.
5. Tista' tagħmel din b'idjomi ħfief.

● Kliem bħaċ-ċirasa

Hila/iet ewlenija: qari

Għan

- It-tfal jipprattikaw l-ordni alfabetika

Riżorsi

- Flexkards

Metodu

1. Ikteb kelma fuq kull flexkard.
2. Aqşam il-klassi fi gruppi.
3. Qassam il-flexkards lill-istudenti u għidilhom biex ipogġu l-kliem wara xulxin f'ordni alfabetika.
4. Għal din il-logħba tista' tieġu l-ħin u min jiġi l-ewwel jirbaħ.

● Atturi

Hila/iet ewlenija: ħars u reċtar

Għan

- L-istudenti jimmimaw stampa.

Riżorsi

- Flexkards

Metodu

1. Pingi jew waħħal stampi fuq flexkards.
2. Aqşam il-klassi fi gruppi.
3. Qabbad student minn kull grupp biex jimmima stampa mill-flexkard u sħabu jippruvaw jaqtgħu x'inhi l-istampa.
4. Irrepeti l-attività bi studenti differenti.

● Wara xulxin

Fila/iet ewlenija: qari

Għan

- It-tfal jipprattikaw l-qari ta' kliem speċifiku f'sekwenza (eż. il-ġranet tal-ġimgħa)

Riżorsi

- flexkards

Metodu

1. Ikteb kelma fuq kull flexkard. Dawn jistgħu jkunu l-ġranet tal-ġimgħa, l-istaġuni, jew ix-xhur.
2. Aqşam il-klassi fi gruppi.
3. Fawwad il-flexkards u qassamhom lil kull grupp.
4. Qabbad lit-tfal biex ipoġġu l-flexkards wara xulxin, u min ilesti l-ewwel jirbaħ.

● Taqbiliet

Fila/iet ewlenija: qari

Għan

- It-tfal jagħrfu kliem li jaqbel fl-aħħar

Riżorsi

- flexkards

Metodu

1. Ikteb kelma fuq kull flexkard. Agħzel settijiet ta' żewġ kelmiet li jkunu jirrimaw fl-aħħar.
2. Aqşam il-klassi fi gruppi.
3. Fawwad il-flexkards u qassamhom lil kull grupp.
4. Qabbad lit-tfal biex ipoġġu l-flexkards li jirrimaw fuq xulxin, u min ilesti l-ewwel jirbaħ.

● X'qed jaħseb il-pupu?

Hila/iet ewlenija: taħdit

Għan

- It-tfal ikunu kapaċi jistaqsu mistoqsijiet

Riżorsi

- pupu

Metodu

1. Qabbad tifla mill-klassi u agħtiha l-pupu.
2. Għidilha biex taħseb f'xi kelma partikulari.
3. Saqsi lit-tfal l-oħra biex jistaqsu mistoqsijiet lill-pupu ħalli jaraw liema hija l-kelma magħżula.

● Telefonata

Hila/iet ewlenija: taħdit

Għan

- It-tfal ikunu kapaċi jiddjalogaw fuq tema partikulari

Riżorsi

- Żewġ telefowns

Metodu

1. Qabbad żewġ itfal biex ipoġġu mal-art dahar ma' dahar.
2. Agħtihom sett ta' telefown kull wieħed u jagħmlu tabiruħom qegħdin ikellemu lil xulxin waqt telefonata.
3. Agħtihom tema partikulari u jtkellmu fuqha: eż. it-temp, ktieb sabiħ li qraw, film tajjeb li raw, il-karozza li xtraw il-mamà u l-papà ...

• Aqta' min

Hila/iet ewlenija: qari u kitba

Għan

- It-tfal ikunu kapaċi jaqraw sentenzi u jiktbu ismijiet

Riżorsi

- Karta tat-taħriġ

Metodu

1. Ikteb sensiela ta' sentenzi fuq karta tat-taħriġ.
2. Qassam il-karta lil kull tifel u tifla fil-klassi.
3. Kull tifel u tifla jridu jsaqsu lil xulxin min iħobb xiex u f'kull kaxxa jniżżlu isem wieħed. L-ebda isem ma jista' jkun repetut.

Eżempju

	Aqta' min	L-isem
1	Filgħodu tħobb tilbes il-kulur isfar.	
2	Filgħaxija jħobb jaqra l-kotba ta' Trevor Żahra.	
3	Fix-xitwa tħobb tiekol il-minestra.	
4	Fis-sajf iħobb imur jgħum.	
5	Fost il-gimgħa tħobb tmur bir-rota.	
6	Fost il-gimgħa jħobb imur s'għand il-kugini.	

• Jammi, jammi!

Hila/iet ewlenija: qari u kitba

Għan

- It-tfal ikunu kapaċi jaqraw sentenzi u jiktbu kliem marbut ma' tema partikulari

Riżorsi

- Karta tat-taħriġ

Metodu

1. Aqşam il-klassi fi gruppi ta' sitta.
2. Ikteb sensiela ta' sentenzi fuq karta tat-taħriġ bl-ismijiet tat-tfal tal-grupp.
3. Qassam il-karta lil kull tifel u tifla fil-grupp.
4. It-tfal iridu jimlew it-twegiba fil-kolonna tal-lemin.
5. Tista' tbiddel it-temi.

Eżempju

	Il-platt favorit tagħna	Jammi jammi!
1	X'inhum il-platt favorit ta' Dwayne?	
2	X'inhum il-platt favorit ta' Deandra?	
3	X'inhum il-platt favorit ta' Stephen?	
4	X'inhum il-platt favorit ta' Audrey?	
5	X'inhum il-platt favorit ta' Andrew?	
6	X'inhum il-platt favorit ta' Anna?	

● Treasure hunt

Reading Activity: Phrase and sentence game

Objective

- To encourage pupils to read and interpret phrases and sentences

Resources

- Instruction cards; items that symbolise the treasure

Method

1. Write out some simple instructions using action words and the names of objects/classroom areas, for example: Walk to the door. Hop to the nature table. Go to the paper bin.
2. Keep one of the sentences as the first clue and place the rest in the relevant places. If clue number 1 says 'Walk to the door.' stick the second clue (Hop to the nature table.) on the door.
3. Pupils in a small group have to read the first clue and when they arrive at the door, they must read the second clue, and so on.
4. The final clue should lead to the treasure. Hide some plastic coins and plastic jewels for the treasure hunters to find.

● Jumbled sentences

Reading Activity: High frequency word sentences

Objective

- To read on sight a range of familiar words

Resources

- Library books, word cards and phrase cards

Method

1. Look in a favourite book to find a simple sentence containing the high frequency word you wish the small group to focus on.
2. Write out the sentence, highlighting the word in a different colour, and cut it into separate words / phrases.
3. The pupils have to put the words in the right order and check against the sentence in the book.

● The Reading Box

Reading Activity: Words

Objective

- To encourage pupils to read cvc words

Resources:

- A box with a collection of objects that have cvc names and matching word cards

Method

1. Pupils identify the letter-sound correspondences in a written word and blend the sound to read the whole word.
2. Place a collection of objects with cvc names and a word card for each object in a box. For example, pen, mug, bag, peg etc.
3. The pupils explore the objects in the box, naming each object.
4. Pupils take turns to read each card, articulating each sound and blending the sounds to read the whole word.
5. Pupils put the word card next to the correct object.

Predict and Check

Reading Activity: Understanding sentences

Objective

- To encourage pupils to read and predict; to state whether sentences are true or false and to check predictions

Resources

- Non-fiction text; copy of true and false sentences

Method

1. Write out some true and false sentences about a familiar topic based on a reading text.
2. Pupils work in pairs. They read the sentences and decide which they think are true and which they think are false. They are encouraged to discuss and justify their views.
3. The pupils then read the text to find out how many answers they got right.

● It happened yesterday

Writing Activity: Sentence Writing

Objective

- To write about an imaginary event that happened yesterday

Resources

- Verb cards (simple past tense)

Method

1. Prepare a set of past tense verb cards and four blank cards, for example, stayed, looked, played etc
2. The pupils have to imagine that yesterday was a holiday and something unusual happened.
3. Each pupil has three verb cards. They take turns to say a sentence using one of their verb cards and build an imaginary account of what happened yesterday. If a pupil wants to use a different verb from the ones given he/she may write it on a blank card.
4. Pupils lay out the verb cards used in order as they do the activity.
5. The pupils write the sentences they have built up, using the verb cards on the table as a prompt.
6. Pupils revise their writing and write a final version.
7. Pupils take turns to read their account.

● Book review

Writing Activity: Writing about a book

Objective:

- To encourage pupils to describe a book and say what they like and dislike about it

Resources:

- Book review forms and library books

Method

1. Prepare a book review form, including title of book, author, and questions about the topic, characters. Leave blank lines for each pupil to write what he / she likes/dislikes about the book.
2. In a small group, pupils choose and read a book.
3. Each pupil talks about the book saying what he / she likes / dislikes about the book and giving reasons.
4. Pupils fill in the book review form.