

# **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 smigh

**Għan/ijiet**

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

**Riżorsi**

- Storja jew poezija
- Flexkards

**Metodu**

1. Ohloq jew sib storja jew poezija.
2. Aghżel kliem minnha.
3. Kull waħda li tkun għazilt pingi l-istampa tagħha fuq flexkard.
4. Waħhal il-flexkards madwar il-klassi.
5. Aqra l-istorja/poezija 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 smigh

**Għan**

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

**Riżorsi**

- Storja jew poezija
- Flexkards

**Metodu**

1. Waħhal il-flexkards ta' tema partikulari fuq il-bord.
2. Aqşam il-klassi f'zewġ 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 waħhal stampi fuq flexkards.
2. Fuq flexkards separati iktab 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 waħhal stampi fuq flexkards.
2. Fuq flexkards separati iktab 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-iktar 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 ipogġu 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 ipogġu 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'inhu l-platt favorit ta' Dwayne?	
2	X'inhu l-platt favorit ta' Deandra?	
3	X'inhu l-platt favorit ta' Stephen?	
4	X'inhu l-platt favorit ta' Audrey?	
5	X'inhu l-platt favorit ta' Andrew?	
6	X'inhu l-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.