

Nru 75, Dicembru 2022

Tagħna Lkoll



Kulleġġ San Injazju

Skola Primarja

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Għall-irħas xirja...



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Kif jgħid il-Malti, “Iż-żmien itir u ma jistenna lil hadd”, u reġa` wasal dak iż-żmien li fih permezz ta’ dan il-fuljett inkunu nistgħu naqsmu magħkom xi affarijiet li jkunu qed isiru fl-iskola tagħna.

Ergajna morna lura għan-normalita`, wara sentejn li matulhom kellna

ħafna miżuri li kellna nimxu magħhom għall-gid ta’ kulhadd—liema miżuri, ħarbtu ftit ir-rutina tal-iskola kif konna nafuha. Ma kinux snin faċli, imma bis-saħħa u d-dedikazzjoni ta’ kulhadd irnexxielna ngħelbu d-diffikultajiet kollha li ltqajna magħhom. Din is-sena skolastika hija ritorn għan-normalita` fl-iskejjel tagħna.

F’dan il-fuljett ser issibu numru ta’ kitbiet ta’ interess għall-ġenituri, il-kuraturi u anke n-nanniet. Barra minn hekk, ser taraw ħafna attivitajiet li għamlu l-għalliema mal-istudenti ż-żgħar tagħna u żgur ser tiehdu gost taqraw il-kitbiet tal-istudenti tagħna—liema kitbiet l-istudenti jkunu għamlu mal-għalliema tagħhom. F’dawn il-kitbiet tispikka s-semplicita` tat-tfal, l-interessi tat-tfal u xi kultantukoll ix-xewqat tagħhom. Ser issibu wkoll riċetta biex f’dawn il-vaganzi tkunu tistgħu tagħmlu mat-tfal tagħkom. Dan appartni xi paġni ta’ divertiment għat-tfal kif ukoll għall-kbar.

Fl-aħħar u mhux l-inqas, nixtieq minn qalbi nirringrazzja lil dawk kollha li rreklamaw f’dan il-fuljett. L-għajnuna tagħhom hija importanti għall-iskola, għax kif tafu l-bżonnijiet ma jispiċċaw qatt. Tajjeb li nagħmlu użu minn dawn in-negozji li qed jissapportjaw l-iskola tagħna, biex tkompli tkun skola inklussiva li toffri edukazzjoni ta’ kwalita` lill-istudenti kollha.

Saħħiet

Mary Grace Ġiordimaina

(Assistent Kap)

Faċċata: Presepju magħmul minn Gianni Camilleri, bl-għajnuna ta’ Sa J. Falzon u Sa R. Scicluna (K2.2).

L-aħħar paġna: Ritratt tal-bieb tal-klassi ta’ Sa Isabella Borġ, fejn tidher ukoll Yena Yoko Aquilina studenta tal-ħames sena (P 5.1).

Messaġġ mill-Principal tal-Kulleġġ



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Għaddiet sena oħra ta' ħidma li gābet magħha ħafna sfidi kemm fuq livell ta' Kullegġ kif ukoll ta' skejjel. Minkejja dan, l-ispirtu ta' tim li għanda ġewwa l-Kulleġġ tagħna għen biex ngħelbu dawn l-isfidi u stajna norganizzaw inizjattivi biex minnhom igawdi l-istudent. L-attivitajiet li nagħmlu dejjem ikunu mibnija fuq l-aspett kurrikulari u edukazzjoni ħolistika. Eżempju fil-500 sena mill-konverżjoni ta' San Injazju, kellna kitbiet, tpingijiet u reċtar fuq il-ħajja ta' dan il-qaddis. Fil-ġimgħa ddedikata lid-diversita' ta' madwarna, użajna l-lezzjonijiet tal-PSCD u tal-Etika flimkien ma' assemblies u diskussjonijiet ma' nies minn barra mill-Kulleġġ biex inkomplu ngħallmu dwar id-diversita'. Bħalissa qegħdin inhejju għal ġimgħa dwar l-għarfien fuq lingwi barranin biex b'hekk ngħinu l-istudenti fl-għażliet tagħhom. Iktar tard fis-sena 2023 se jkollna wkoll eżibizzjoni tal-Arti u tax-Xjenza u ser nagħlqu s-sena skolastika permezz ta' konferenza fejn numru t'edukaturi se jaqsmu r-riċerka tagħhom flimkien m'oħrajn biex inkunu nistgħu nirriflettu u nikbru flimkien ħalli noffru lil uliedkom xejn inqas mill-aħjar.

Din is-sena wkoll il-Kulleġġ kellu approvat proġett tal-Erasmus fejn stajna nagħmlu tlett movimenti ta' gruppi differenti fil-Kulleġġ biex jikbru fl-iżvilupp professjonali tagħhom. Kellna żewġ korsijiet, wieħed f'Settembru u f'Novembru dwar kunflitti, intelligenza emozzjonali u l-ibbulljar kif ukoll fuq STEAM biex naraw kif nistgħu nkabbru l-ħiliet fejn tidħol ix-Xjenza, il-Matematika, l-Inġinerija, it-Teknoloġija u l-Arti. Fl-aħħar ta' Jannar, se jkollna kors ieħor għall-mexxejja tal-Kulleġġ fuq kif nistgħu mmexxu bl-aħjar mod f'dawn iż-żminijiet diffiċli. Dan se jkompli fuq tlett taħditiet li diġà kellna din is-sena.

Saret ukoll analizi ta' fejn qegħdin bħala Kullegġ u sibna li għadna bżonn naħdmu fuq erba` għanijiet:

1. Irridu ngħollu iktar il-livell tat-tagħlim halli jkollna riżultati aħjar fl-aħħar tas-sena primarja.
2. Irridu nikbru fl-għarfien tad-diversita` li għandna fl-iskejjel biex inkunu nistgħu ninkludu b'mod aħjar l-istudenti minn kulturi u lingwi differenti.
3. Irridu naraw il-ħiliet diġitali tal-istudenti halli nagħmlu pjan biex inkomplu inkabbrulhom l-għarfien tagħhom.
4. Irridu nkomplu nikbru aħna professjonalment biex nkunu ta' servizz aħjar.

Il-Kullegġ għamel ukoll tiġdid tal-mod kif jidher billi hloqna leaflet bil-viżjoni, missjoni u valuri tagħna; għamilna tabelli t'identifikazzjoni tan-nies li jaħdmu magħna kif ukoll għamilna uniformi għan-nies li jieħdu ħsieb id-dipartiment tal-customer care. Il-mira tiegħi u tat-tim hi li noffru servizz professjonali, serju u t'eċċellenza.

Minn qalbi nixtieq lilkom u l-familji tagħkom il-festi t-tajba.

Dr Doreen Said Pace

(Prinċipal tal-Kullegġ San Injazju)

Żjara ġewwa skola fi Spanja

Fid-19 ta' Ottubru, jiena flimkien ma' Sa Sandra Abela, Sa Kristine Aquilina u Sa Maria Aquilina morna għal żjara fl-iskola CEIP SO MAESTRO RODRIGO, ġewwa Aranjuez, li hija provinċja fin-nofs inhar ta' Madrid, fi Spanja. Din iż-żjara kienet parti mill-proġett tal-iskola Erasmus InDemand li huwa kkoordinat mill-iskola tas-Siġġiewi permezz tas-Sur Anthony Caruana.

It-tema ta' din iż-żjara kien ROBOTICS u aħna bħala edukaturi Maltin flimkien ma' edukaturi mill-Italja, l-iSlovenja u l-Irlanda, kellna l-opportunità li nidhlu fil-klassijiet ta' din l-iskola u nsegu lezzjonijiet tar-robotika flimkien mal-istudenti Spanjoli. L-aktar haġa li ħalliet impressjoni fuqna kienet l-importanza li jagħtu lit-teknoloġija, u l-interess kbir li intwera mill-istudenti Spanjoli waqt dawn il-lezzjonijiet.



L-għan ta' dan il-proġett huwa li fl-iskola tas-Siġġiewi nagħmlu aktar enfasi fuq it-tagħlim tat-teknoloġija u r-robotika. Riżorsi biex naħdmu diġà għandna u lesti li ninvestu f'iktar riżorsi għall-għalliema. Qed nagħtu esperjenzi lill-għalliema tagħna sabiex jaraw kif jaħdmu skejjel ewropej oħra, ħalli jitgħallmu minn dawn l-esperjenzi u jaddottaw dak li jkunu tgħallmu fil-klassijiet tagħhom.



F'moħħna rridu niftakru li rridu ngħallmu lill-istudenti għall-futur - fi żmien għaxar snin oħra u iktar. Irridu nżommu f'moħħna li aħna l-educaturi rridu ngħallmu u nrawmu lill-istudenti tagħna għall-impjiegi li għadhom ma jeżistux imma għad iridu jinħolqu. Il-mira prinċipali ta' dan il-proġett hi li ngħallmu lill-istudenti tagħna biex 'il quddiem ikunu adulti ta' suċċess fil-karrieri tagħhom.



Nixtieq nieħu din l-opportunita` biex nawgura lilkom u lill-familji tagħkom Milied hieni u sena tajba!

Is-Sa N. Saliba

(Kap tal-Iskola)

Il-Bidla li gabet magħha l-Covid 19

Id-dinja ma kinitx ippreparata għall-Covid-19. Covid-19 għenitna nifhmu li d-dinja qed tinbidel u li jekk mhux ser naraw kif inkunu sostenibbli, il-futur ser ikun kiefer.

Konna mdorrijin inkunu liberi, immorru fejn irridu, u niddeċiedu x'għandna nagħmlu mingħajr restrizzjoni. Il-Covid-19 mhux biss tatna ħjiel ta' kemm l-istili ta' ħajjitna jistgħu jinbidlu malajr, iżda wkoll kemm nistgħu naddattaw malajr jekk inkunu reżiljenti. Familji thawwdu, il-privatezza fid-djar ġiet limitata; u xi wħud sabuha diffiċli ħafna biex jadattaw. Aktar minn hekk, ħafna veritajiet dwarna nfusna ġew żvelati u xi wħud kienu sfurzati jaċċettaw li ħajjithom kienet differenti minn dak li ħasbu. Covid-19 tatna l-opportunità nirriflettu fuq dak li kien qed jiġri u nirrealizzaw x'bidliet kellhom isiru. Il-ħajja kif konna nafu qed tinbidel. Issa qed nippruvaw naraw kif nistgħu naddattaw biex inkunu aktar kawti - kif ma nużawx plastik, kif nużaw l-elettriku.. Jista' jkollna bżonn xi żmien biex naddattaw biex insostnu l-ambjent tagħna. Din hija r-responsabbiltà tagħna u rridu nsolvu l-isfidi għall-ġid tal-komunità, l-ambjent, u l-ġenerazzjonijiet futuri. Xi drabi fil-ħajja trid tiġri xi ħaġa terribbli biex naraw kemm tista' tkun tassew sabiħa bi ftit bidliet. Ejjew nirriflettu fuq dak li kien u nħossuna tajjeb dwar dak li jrid jinbidel.

Nawgura lilkom u lill-familji tagħkom kollha Milied seren u kuntent.

Dr Ruth Falzon (President tal-Kunsill Skolalstiku)

InDemand® - Proġett tal-Erasmus+

B'hal daż-żmien sena kont ktibt dwar il-proġett tal-Erasmus+ bl-isem ta' InDemand®. F'dan il-proġett l-iskola tagħna qed taħdem fuq proġetti teknoloġiċi ma' erba' skejjel oħra minn pajjiżi Ewropej, (L-Irlanda, Spanja, L-Italja u Slovenja).

Kont ktibt dwar kif is-sena skolastika 2020/2021 ġiet affettwata ħafna mill-pandemija, u kif din affetwat dan il-proġett. Is-sena skolastika 2021/2022 ukoll seħħet taħt diversi restrizzjonijiet, iżda dan ma żammniex milli nkomplu bil-ħidma tagħna skont il-ftehim mal-imsieħba ta' dan il-proġett.



B'hekk tul il-perjodu bejn Settembru u Diċembru 2021, tajna l-opportunità li l-istudenti jaħdmu proġetti teknoloġiċi li kien jinvolve l-użu ta' xi mekkaniżmu. Per eżempju tfal fil-kindergarten setgħu jesperimentaw b'roti tal-gerijiet (gear wheels), waqt li tfal akbar għamlu mudelli li kienu jinkorporaw fihom l-użu ta' pnevmatiċi. Bejn Jannar u Marzu 2022, ħdimna fuq proġetti li kienu jinvolve l-użu ta' ċirkwiti tal-elettriku. Fost dawn kellna min ħadem biex fassal torċ u min ħadem biex għamel mudell ta' karozza taħdem bl-elettriku. Tul l-aħħar term, bejn April u Ġunju 2022, it-tema kienet "Strutturi". Hawnhekk l-istudenti ħolqu strutturi differenti minn materjal ta' kuljum, fosthom spagetti, kartun mill-kaxxi ta' ċereali u rollijiet tal-kartun u studjaw kif setgħu isaħħu l-istruttura tagħhom skont bidliet fid-disinn tagħhom.

Dawn l-esperjenzi ta' tagħlim ġew maqsuma mal-imsieħba tagħna, li min-naħa tagħhom ukoll bagħtulna filmati u rapporti ta' lezzjonijiet simili li ġew organizzati fl-iskejjel tagħhom. B'dan il-mod l-esperjenza ta' tagħlim tiegħu dimensjoni usa'. Hemm il-ħsieb li dawn l-ideat jingabru fi ktieb li jitqassam lill-iskejjel imsieħba fil-proġett kif ukoll lil skejjel primarji oħra ta' Malta u Għawdex.

F'Diċembru tal-2021, kellna wkoll xi klassijiet tar-raba' u s-sitt sena, li ħolqu kartolini tal-Milied u bagħtuhom lill-studenti Spanjoli li wkoll qed jieħdu sehem f'dan il-proġett. Din l-esperjenza intogħġbot, tant li din is-sena hu ppjanat li nifirxuha ma' aktar klassijiet.

Aspett ieħor ta' dan il-proġett hu li edukaturi mill-iskola tagħna jkollhom l-opportunità li jmorru fi skejjel imsieħba fil-proġett u jieħdu sehem u josservaw xi jsir hemmhekk. B'hekk dawn l-għalliema jiksbu aktar esperjenza li finalment se tkun ta' benefiċċju għall-istudenti li jattendu fl-iskola tagħna. Il-proġett jiġi fi tmiemu f'Ġunju tal-2023.

Is-Sur Anthony Caruana

(Assistent Kap u Ko-ordinatur tal-Proġett)



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Erasmus+ Programme
of the European Union



Il-Matematika Prattika

Attivitajiet STEAM għat-tfal

X'inhi l-Matematika prattika?

Il-matematika prattika tinvolvi attivitajiet tal-matematika li t-tfal jistgħu jagħmlu d-dar u jużaw materjali li jsibu madwarhom. Għalhekk, minflok karta u lapas, it-tfal ikunu qed jaħdmu b'forom 3D, oġġetti fiżiċi, jew għodod oħra tal-matematika biex jitgħallmu. Dawn l-attivitajiet tal-matematika huma maħsuba biex ikunu divertenti. Għalhekk jekk issib li qed ikollok iġiegħel lit-tfal tiegħek jagħmlu dawn l-attivitajiet, jaf ikun il-każ li aħjar twaqqaf l-attività tal-matematika għal xi żmien u terġa' tipprovaha gurnata oħra, jew inkella tipprova attività matematika differenti!

Dawn l-attivitajiet tal-matematika fid-dar huma maħsuba biex jappoġġjaw dak kollu li uliedek qed jitgħallmu fl-iskola, għalhekk uża r-riżorsi mibgħuta d-dar mill-għalliem tat-tifel/tifla tiegħek bħala gwida.

Bug Bingo



Din il-logħba tista' tintuża b'mod differenti skont l-età tat-tfal.

Għal tfal żgħar, regoli sempliċi tat-tombla se jsaħħu l-ħiliet tar-rikonoxximent tan-numri minn 1 sa 100.

Għal tfal akbar, ipprova uża problemi matematiċi ħfief li t-tfal iridu jaħdmu mentalment biex jaslu għat-tweġiba. Pereżempju, jekk in-numru fuq il-card huwa 35, tista' tistaqsi "X'inhu 5 għal 7 darbiet?/ What's 5 times 7?" jew inkella, "Kemm jagħmlu 28 u 7? Add 28 and 7?"

F'din il-logħba, l-użu tan-numri fil-karti tat-tombla jistgħu jinbidlu skont l-għarfien tal-matematika li għandhom it-tfal.

Tista' tnizzel kopja ta' dawn il-cards minn hawn: https://ilearnedu-my.sharepoint.com/:b:/g/personal/sandra_abela_ilearn_edu_mt/EZMK0YrpjA5Et8VmWd9hGBgBFCEPzpogccGFHcQWNsel5A?e=4C9vBu

Skip Counting by 2 and 5



Biex turi l-kunċett ta' kif ngħoddu in 2s, tista' tuża l-kalzetti.

Dendel par par, u għin lit-tifel/tifla jifhmu l-kunċett. Jekk għandek 5 pari, tista' tinnumera l-kalzetti mill-1 sal-10, imbagħad għodd il-pari – 2, 4, 6, 8, 10.

Min-naħa l-oħra biex infiehmu aħjar kif ngħoddu in 5s, nistgħu nużaw idejna. Għamel numru ta' handprints tat-tfal. Għodd is-swaba' u ikteb in-numru fuq il-pala. L-istampa tista' tgħinek tifhem aħjar.



Place Value Toss



Għal din il-logħba għandek bżonn 4 kontenituri tal-plastik, eż: bramel, beanbags jew blalen żgħar. Immarka l-kontenituri: Thousands, Hundreds, Tens u Ones. Imbagħad ivvinta numru li trid u t-tifel/ tifla irid jitfa' l-beanbags gol -kontenitur skont in-numru li int tkun għidt. Eż: 1,221 (one thousand, two hundred and twenty one). It-tifel/tifla jridu

jitfghu bean bag wahda fil-kontenitur jismu Thousands, 2 bean bags fil-kontenitur

Hundreds, 2 bean bags fil-kontenitur Tens u bean bag fil-kontenitur Ones. Ara l-istampa.



Equivalent Fractions 'Spoon' Game

X'għandek bżonn:

Numru ta' plejers: 3-6 plejers

1. Niżżel il-materjal maħluq għal din il-logħba minn hawn.

https://ilearnedu-my.sharepoint.com/:b:/g/personal/sandra_abela_ilearn_edu_mt/EZ1LpQ59WRhGvttyoZF1G_RUBye5CAGV0XLS9b0V5yJm5bA?e=uuTtsi

Ipprintja u aqta 'l-karti.

2. Aqbad xi mgħaref/ kuċċarini tal-plastik. Għandek bżonn wahda inqas min-numru ta' plejers. Per eżempju, jekk għandek 6 plejers, ikollok bżonn 5 mgħaref.



L-Għan tal-Logħba:

Li tkun l-aħħar plejer li fadal fil-logħba. Il-plejers ikunu f'riskju li jiġu eliminati kull darba li jithallew mingħajr mgħarfa, u b'hekk tingħatalhom l-ittra li jmiss fil-kelma S-P-O-O-N. Ladarba plejer ikun kiseb il-5 ittri kollha fil-kelma S-P-O-O-N, hu jew hi jiġu eliminati.

Therjija biex tibda l-logħba:

1. Irranġa l-imgharef f'ċirku żgħir fiċ-ċentru tal-mejda.
2. Hawnad il-karti tal-logħob u qassam erba' karti wiċċhom 'l isfel lil kull plejer. Il-plejers jistgħu jharsu lejn il-karti tagħhom stess, iżda ma jistgħux juru l-karti tagħhom lil haddiehor.
3. Aghzel plejer biex ikun dealer. Il-karti li jifdal għandhom jitqiegħdu f'munzell wiċċhom 'l isfel hdejn id-dealer.

Kif tintlagħab il-logħba:

1. Id-dealer jieħu karta minn fuq il-munzell sabiex issa hu jkollu hames karti f'idejh. Id-dealer ineħhi waħda mill-hames karti minn idu u jgħaddiha wiċċha 'l isfel lill-plejer fuq ix-xellug tiegħu jew tagħha.
2. Il-plejer fuq ix-xellug tad-dealer jiġbor il-karta li tefa' id-dealer. Bħad-dealer, huwa wkoll irid ineħhi waħda mill-hames karti li għandu f'idu u jgħaddiha wiċċha 'l isfel lill-persuna fuq ix-xellug tiegħu jew tagħha. L-aħħar wieħed irid jitfa' l-karta f'munzell għalih. Dawn il-karti ma jibqgħux jintużaw fil-logħba.
3. Id-dealer imbagħad jerġa' jiġbor karta mill-munzell u jarmi karta waħda kull darba lill-plejer fuq ix-xellug tiegħu jew tagħha.
4. Dan il-proċess sakemm xi hadd jirnexxielu jieħu erba' karti tal-istess tip (erba' karti ta' frazzjoni li huma ekwivalenti u li jagħmlu erba' ta' tip). Malli jgħaqqad is-sett il-plejer irid jaqbad mgħarfa miċ-ċentru tal-mejda. Ladarba l-plejer rebbieh jieħu mgħarfa, il-plejers l-oħra jridu jippruvaw jieħdu mgħarfa wkoll alavolja għad m'għandhomx four-of-a-kind. Il-plejer bla mgħarfa jrid jieħu l-ewwel ittra tal-kelma SPOON. Il-plejer li jgħaqqad il-kelma S-P-O-O-N (jiġifieri jkollu l-5 ittri), jiġi eliminat.

Is-Sa Sandra Abela (Assistent Kap)

Reading Running Records

Fil-bidu tas-sena skolastika saru ir-‘Reading Running Records’ mal-istudenti kollha, mit-tieni sas-sitt sena. Ir-‘Reading Running Records’ huma għodda t’assessjar li jagħtuna informazzjoni fuq liema livell tal-qari l-istudenti qegħdin biex b’hekk inkunu nistgħu nagħtuhom kotba tal-livell tagħhom.

Wagt ir-‘reading running records’ l-għalliema jagħtu lill-istudenti ktieb x’jaqraw. L-istudenti jaqraw il-ktieb f’qalbhom. Wara, l-għalliema jistaqsu l-istudenti biex jgħidu dak li qraw fi kliemhom. L-għalliema jieħdu nota ta’ dak li jkunu qed jgħidu l-istudenti u wara jistaqsuhom biex jaqrawlhom il-ktieb. Wagt li l-għalliema jisimgħu l-istudenti jaqraw, dejjem b’mod individwali, dawn jieħdu nota ta’ kif ikunu qed jaqraw fuq ‘record sheets’ apposta biex b’hekk ikunu jafu x’tip ta’ strategiji l-istudenti jkunu qed jużaw biex jaqraw u jekk ikunux qed jużaw l-istrategiji tal-qari li tgħallmu fil-klassi.

Rigby PM Benchmark		Level 15			
Reading Record					
Name: <u>Zoey</u>		Age: _____	Date: _____		
Text: <u>Skip Goes to the Rescue</u>		Level: <u>15</u>	R. W: <u>135</u>		
		Accuracy: <u>87</u> 94%	S.C. Rate: <u>1.9</u>		
Page	This story is about a sea plane named Skip and the pilot named Jess.	E	S.C.	Errors MSV	Self corrections MSV
2	Jess climbed into her sea plane. "I have just had a phone call," she told the little plane. "We have work to do, Skip. We will have to hurry."	1			
4	Jess started Skip's engine. "We are going over to the island," she said. "A boy has broken his arm. He needs our help." Skip went faster and faster over the water. Then the little sea plane went up into the air.	1	1		
6	Soon the little plane came to the island. Jess looked down. "I can't see the boy," she shouted. "Fly around the island, Skip."	1			
7	Skip flew slowly around the island. Then Jess saw some people on the beach. They were waving. A boy was sitting on the ground.	1			
8	"Look, Skip!" shouted Jess. "There is the boy! But he is down on the beach by the rocks."				
★ Allow student to finish reading the book.		Total	8	1	

I
135
127
SC & CR
SC
127
SC





Ir-‘Reading Running Records’ jagħtu stampa ċara ta’ dak li qalu u għamlu l-istudenti waqt li kienu qed jaqraw. Dan jagħti wkoll ċans lill-għalliema jipjanaw kif se jaħdmu il-quddiem mal-istudenti b’mod individwali skont il-bżonnijiet tagħhom. Ir-reading running record jagħti indikazzjoni ċara jekk l-istudenti humiex qed:

- jaqraw mingħajr żbalji u tlaqliq
- jużaw l-istampi biex jifhmu x’qed jaqraw
- jużaw xi strateġija biex jaqraw kelma li ma jafux
- jużaw strateġiji li tgħallmu fil-klassi
- jikkoreġu lilhom infushom waqt li qed jaqraw
- jifhmu dak li qed jaqraw

Biex inkomplu nsaħħu din l-istrateġija, ta’ kull sena aħna ninvestu f’kotba ġodda ta’ livelli u ġeneri differenti għal-librerija tal-iskola.

Matul is-sena skolastika, waqt il-lezzjoni tal-qari gwidat, l-għalliema jqassmu l-istudenti fi gruppi skont il-livell tal-qari tagħhom. Kull grupp jiġi assenjat ktieb differenti, u f’kull lezzjoni l-għalliema taħdem ma’ grupp b’mod individwali biex b’hekk ikollha ċans tisma’ lil kulhadd jaqra. Waqt il-lezzjonijiet tal-qari gwidat, l-istudenti jiġu mgħallma strateġiji tal-qari differenti biex b’hekk jaqraw b’mod aktar mexxej, u jkomplu jsaħħu l-ħiliet fil-kompressjoni. L-għalliema jieħdu nota tal-progress tal-istudenti, u meta jaraw li l-istudenti jkunu qed jaqraw b’mod effettiv itellugħhom livell ieħor. Il-qari gwidat u r-‘Reading Running Records’ jagħtu opportunità lill-għalliema jsegu l-progress tal-istudenti.

Is-Sa Iren Mizzi

(Assistent Kap)

X'Għarukaża!



Tal-linja waqfet fuq l-istejg. Ħafna mis-sijts kienu vojta. Il-ftit passiġġiera li kienu fuqha kienu kwieti. Kulhadd mehdi fuq tiegħu. Tnejn minnhom kienu qed jaqraw ktieb. Wiehed anzjan kien qed jaqra l-gazzetta. Mara pulita kienet qed taqra l-imejls. Ittajjar minnhom kemm tiflaħ ħalli x-xogħol ma jirkibhiex. Tfajla mfarfra, bl-air pods f'widnejha tisma' l-mużika. Żagħżuġ iehor, bilqieghda f'sijt waħdu, mat-tieqa, kien qed iħares 'il barra mit-tieqa.

Hekk kif infetħet il-bieba żewġ it-tfal żgħar, telgħu fuq tal-linja. Ma kellhomx aktar minn erba' snin. Missierhom tela' warajhom. Il-pass tiegħu kajman, ħarstu 'l isfel. Poġġa fuq l-ewwel sijt li sab u qagħad hemm, sieket, iħares fil-vojt. Uliedu m'għamlux nofs minuta bilqieghda. Jaqbzu minn sijt għall-iehor; jgħajtu, jiġġieldu... Il-kwiet ta' fuq ix-xarabank spiċċa għal kollox. Is-sens ta' serenità għebet.

Wiehed, wiehed u waħda, waħda l-passiġġieri l-oħra bdew jerfġu għajnejhom, iħarsu lejn it-tfal storbużi. Mhux biex jiggustawhom! Bdew idejquhom. Għall-ewwel ħafna għażlu li jinjorawhom imma ftit ftit, ħafna bdew jagħmluha ovvja li ma kienux qed jieħdu gost. Xi wħud ippruvaw isiktuhom u jgħidulhom biex imorru fejn missierhom. Imma kollu għalxejn. Is-subien ftit li xejn taw kashom.

Missierhom bilqiegħda kien, u bilqiegħda baqa'. Iħares fil-vojt kien, u jħares fil-vojt baqa'. Kwiet kien, u kwiet baqa'. Imqar twiddiba waħda lill-uliedu! Imqar ħarsa kerha! Xejn.

Sa fl-aħħar, waħda mill-passigġieri, li kienet bilqiegħda faċċata tal-missier, ħarset lejha u b'ton ta' waħda frustrata qaltu, 'Sikkithom waħda lil uliedek! Qed idejqu lil kulħadd!'

'U ser iwegġġhu!' skanta l-anzjan waqt li bin-nervi beda jitni l-gazzetta.

Il-missier refa' għajnejha, bil-mod, u b'ton ta' wieħed imbikkem, b'vuċi baxxa qalilhom, 'Skuzawni. Għandkom raġun. Għadni kemm ħadt l-aħbar li l-mara ma tantx fadlilha ħajja. Qas naf x'jien nagħmel!'

Min jaf kemm-il darba aħna wkoll tkazajna b'ħaddieħor. M'hemmx dubju. Ġieli nzertajna każijiet fejn tabilhaqq haqqhom min jitkaża bihom. Imma hu minnu wkoll li wara kull persuna hemm storja li hi mistura għal bosta. Hemm storja li li kieku nkunu nafuha nħarsu lejha dik is-sitwazzjoni minn perspettiva oħra.

Nagħmlu tajjeb li flok niġġudikaw, fejn nistgħu, noffru l-għajnuna tagħna. Flok nitkażaw naħsbu f'dawk id-drabi fejn aħna stess konna f'sitwazzjoni simili. Flok nirrabbjaw nuru ħniena.

Is-Sur Randolph Peresso

(Assistent Kap)

Administration

Head of School	Ms N. Saliba
Assistant Heads	Mr A. Caruana, Ms I. Mizzi, Ms S. Abela, Mr R. Peresso, Ms M.G. Giordimaina
Clerks	
HoD I.T.	Mr K. Grima
HoD Inclusion	Ms C. Cini / Ms C. Rodgers
Receptionist	Ms S. Buttigieg



Teachers

Year 1	Ms K. Farrugia, Ms C. Mangion, Ms M. Deguara, Ms G. Aquilina
Year 2	Ms M. Sammut, Ms M. Darmanin, Ms N. Sammut, Ms M. T. Micallef
Year 3	Ms M. Bonello, Ms M. Vella, Ms N. Briffa
Year 4	Mr D. Buhagiar, Ms S. Portanier, Ms F. Bugeja, Ms M. Aquilina
Year 5	Ms I. Borg, Ms M. Camilleri, Ms Y. Jones, Ms G. Ellul Magri
Year 6	Ms M. Degiorgio, Ms S. Richard, Ms K. Aquilina, Mr A. Azzopardi
Compl. teachers	Ms D. Spiteri, Ms G. Abela
Nurture	Ms J. Aquilina

Kindergarten Educators

Kindergarten 1:	Ms M. Azzopardi, Ms N. Agius, Ms C. Aquilina, Ms K. Abdilla, Ms G. Zammit, Ms A. Abela, Ms C. Balzan, Ms P. Farrugia
Kindergarten 2:	Ms C. Galea, Ms J. Falzon, Ms A. Borg, Ms M. Camilleri, Ms M. Cachia, Ms A. Degiorgio
Relievers:	Ms E. Magri, Ms J. Bugeja, Ms N. Borg, Ms M. Debattista

Peripatetic Teachers

Mr A. Ellul, Ms M.C. Sammut, Ms D. Aquilina, Ms J. Mallia, Mr E. Attard, Ms S. Borg, Ms V. Cassar de Gabriele, Ms M. Azzopardi, Ms R. Mallia Azzopardi, Ms J. Azzopardi, Mr E. Attard

LSEs

Ms M. Abela, Ms S. Abdilla, Mr G. Agius, Ms L. Attard, Ms M. Attard, Ms M. Attard, Ms R. Attard, Ms S. Balzan, Ms D. Bezzina, Ms R. Bonello, Ms J. Borg, Ms M. Borg Azzopardi, Ms A. Bugeja, Ms P.A. Buhagiar, Ms P. Briffa, Ms T. J. Calleja, Ms A. Camilleri, Ms R. Camilleri, Ms E. Ciantar, Ms M. Cortis, Ms E. Cutajar, Ms J. Delia, Ms N. Di Gaetano Cassar, Ms A. Falzon, Ms J. Falzon, Ms M.A. Galea, Ms R. Galea, Ms A. Grixti, Ms K. Micallef, Ms C. Mizzi, Ms J. Pace, Ms D. Refalo, Saliba, Ms M. Scicluna, Ms M. Sammut, Ms C. Scicluna, Ms R. Scicluna, Ms S. Scicluna, Ms S. Sellar, Ms A. Spiteri, Ms J. Tanti, Ms M.G. Tanti, Ms Y. Tonna, Ms C. Vella Darmanin, Ms E. Vella, Ms P. Vella, Ms B. Xuereb, Ms R.C. Zammit, Ms C, Zerafa D'Anastasi, Ms. P. Sultana, Ms N. Debattista, Ms K.M. Vella, Ms J. Galea.

Ancillary Staff

Mr D. Bartolo, Ms V. Callus, Ms D. Camilleri, Ms J. Cardona, Ms A. Caruana, Mr A. Farrugia, Ms L. Galea, Ms I. Grech, Mr S. Mahamed Hussen, Ms J. Scicluna.



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Autumn



K1.1 and K1.2 are learning about Autumn. Children mentioned that they like apples, so we decided to bake some apple pies. We started by mixing the chopped apples, ground cloves and sultanas. We used a circle cutter to cut the dough and put it in a case tin and brushed it with milk. We proceeded by filling the dough with the chopped apples and cover the top with another piece of dough in the form of a leaf. We put them in the oven for about 40 minutes. The smell was fantastic. We really enjoyed baking these pies and they turned out really yummy.

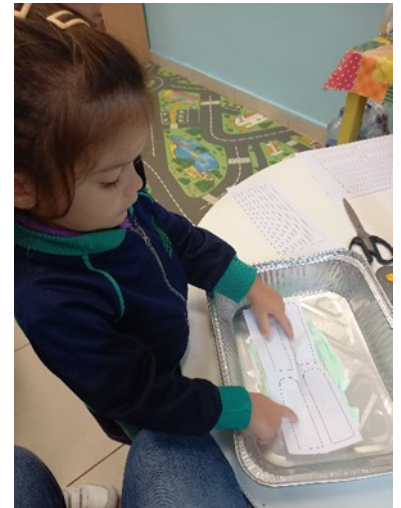
K1.1— Sa Maria Azzopardi u K1.2 Sa Nataline Agius, Sa Dorothy Bezzina

Shaving Foam Pumpkin Painting

Healthy eating was a topic that we did in class. The children were introduced to different fruit and vegetables. One of the activities done during this topic was shaving foam pumpkin painting.

During this activity, the children mixed some shaving foam, glue and orange colour. Then, they dipped a paper in the shaving foam, and they let it dry. Finally, they cut the paper in strips, made holes with the puncher, and formed the pumpkin by inserting butterfly clips in the holes.

The aims of this activity were: cutting skills, sensory development, hand-eye coordination, and bilateral coordination.



Learning Shapes; Making it fun

Aim: Learn to identify shapes in the environment and develop important fine motor skills.

Through different activities, children were invited to identify and name different shapes. In these three activities, children learned about the square shape, by doing a collage, practicing tracing the outlines of shapes, and also printing a square using blocks.



Coding Activity

During the month of November, we had a coding session, an early STEM (Science, Technology, Engineering and Maths) activity using Qobo the snail.

This helped the children learn early STEM skills

through play. The children gave their full attention and showed their creativity during this activity. Children used direction cards, light cards, option cards and other coded cards. They planned and programmed various coded paths for Qobo to reach his destinations. This fun STEM activity helped to

develop critical thinking and problem solving skills. This was the very first session of the sort in our class, and most definitely will not be the last, as all children were engaged in the activity and there was a sense of enjoyment throughout.



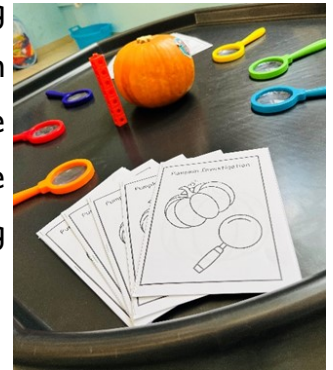
The Weather Around Us

This month our topic was The Weather Around Us. As a classroom during our circle time sessions, we discussed the difference in the weather, why it happens? and what clothes we should wear for that particular weather. We did a lot of fun activities related to the topic including online games on our Interactive whiteboard and crafts including the sun, the rain and the rainbow where we experimented with symmetry painting.



Pumpkin Investigation and Sensory Play

We were doing the topic of pumpkins during Halloween. A lot of interesting concepts came out, like how they grow, different ways we cook them, what is on the inside and so on. What impressed the children the most was how they grow, and they asked a lot of questions about what is there on the inside. Thus, I created these activities. We started by using our magnifying glass to investigate the pumpkins. We checked if it had a stem, if it sank or floated, how tall it was using cubes, what colour it was and if it was big or small. The children marked there answers on an investigation booklet I created. We then cut it open and labelled all the parts on the inside of the pumpkin. Finally, I let them play freely and explore the different textures one finds inside the pumpkin. They were using tweezers to pull out the seeds and scoopers to take out the pulp.



Marble Painting

During this marble painting activity, students enjoyed themselves using different tools that promote their fine motor skills.



K1.8 —Sa Pauline Farrugia, Sa Josianne Borg



All n' 1
Siggiewi

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4:00pm - 7:00pm

Wed and Sat
9:00am - 12:30pm



Il-Ħaddiema kollha tal-Iskola
Primarja Siggiewi
jawguraw

**Milied Hieni u Sena Tajba
lill-istudenti u l-familjari
tagħhom.**



Two Mighty Young

Fil-klassi tagħna, flimkien ma' skejjel oħra madwar l-Ewropa, qed naħdmu fuq proġett ta' E-Twinning bl-isem ta' Two Mighty Young. Dan hu proġett li beda s-sena l-oħra, fejn qed noħolqu manwali b'attivitajiet mit-tfal għat-tfal. L-attivitajiet ta' Novembru kienet kompetizzjoni bejn l-iskejjel parteċipanti biex jiġi stabbilit logo u maskot. Il-klassi tagħna rebhet it-tieni post fil-kompetizzjoni tal-maskot. Grazzi tmur lil Ms Charlene Vella Darmanin tad-disinn, lil Ms Pauline Briffa, lit-tfal kollha u lill-ġenituri. Ii vvutaw.



K2.1—Sa Charmaine Galea, Sa Charlene Vella Darmanin, Sa Pauline Borg

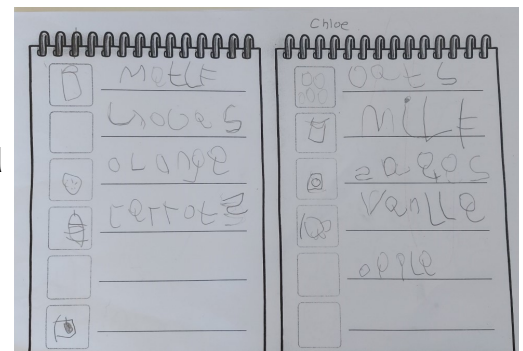


Supermarket



At the moment we are exploring the theme—**supermarket**. The highlight activity for the children from this project was when we went shopping in a real supermarket.

We chose a recipe together, discussed the ingredients and created a shopping list, had a scavenger hunt in the supermarket, bought our ingredients and finally we baked healthy oat cup cakes at school.



K2.2 - Sa Jessica Farrugia, Sa Ruth Scicluna

Cars

During the month of November, my students showed interest in cars. We did many crafts, science experiments and activities, which my kids loved. The most activity which children showed interest in, was the car magnet maze. For this activity, we needed magnets, paper clip, road magnet maze template and a car cut out.

First, I explained to the kids about how magnets work, then I gave the template and the car cut out (with a paper clip on it) and told the kids to drive the car on the road. I was observing the kids while doing this activity. I was impressed by how much children observe each detail on the road template. I started asking questions to the children: "Where are you going?" "Which is your favourite place to go?" They all noticed different things on the template like the traffic lights, school, the construction site and so on.



K2.3—Sa Abigail Borg, Sa Jeannette Pace



Butterflies

In our class Kinder 2.4 we are working on the topic butterflies. Here are some activities that were carried out. We started with the life cycle of a butterfly where we learned about the different stages it goes through. We also did a caterpillar using pompoms and another one with our handprints. During these activities we used different materials and the children were able to experience different textures and enhance their fine motor skills especially during the scissoring activity and when sticking pompoms.



K2.4—Sa Maria Camilleri, Sa Sharon Balzan

At The Vet

A vet clinic can be a wonderful way to tie in science, math, cooperative play and literacy skills. Children incorporated their Math and Science skills as they read the numbers on the medicine droppers, counted "pills" and explored the medical tools. The theme encourages empathy and invites children to take care and love our four-legged friends.



K2.5—Sa Marita Cachia, Sa Antoinette Galea

Colours

Our first project revolved around colours, but we looked at it from a slightly different angle—we focused on translucent colours.

The activities were varied. We used colour-mixing lenses and made coloured ice-cubes which we melted together to obtain secondary colours. We carried out a number of experiments using food colouring and enjoyed colourful sensory trays. We discussed the significance of light to be able to see, and saw colours change on the light-table. We also made our own colour glasses.



K2.6 Sa Abigail Degiorgio, Sa Michelle Abela

Long and Short

The children were exploring the concept of long and short. After listening to the story of Pinocchio they sorted out Pinocchio's nose from short to long.



P1.1—Sa Kathianne Farrugia, Sa Rosita Attard



The Number Three

The children read the story—"The Three Little Pigs".

The children learned the value of the number three, as well as how to order and sequence numbers up to three.

The children built the three pigs' houses out of hay, pegs, and blocks and then tried to blow them down with a hairdryer.



P1.2—Sa Carmeline Mangion, Sa Loraine Attard

Fieldwork at Buskett

In October we had our Buskett Fieldwork.



This was our first outing as Year 1 pupils! We enjoyed exploring the different trees and leaves and we found a mushroom too! We saw a big tree fossil. It is very, very old! We ate our lunches and played together too. These are some of our memories!



*P1.3—Sa Miriam Deguara, Sa
Claudia Scicluna*

Counting



Here, the learners of Year 1.4 were working on the topic counting. They were looking for autumn leaves around the classroom, choosing a number between 1-20 and counting on the number line to that number. We also did a finger-painting activity where they had to count their dots. Through this activity they continued reinforcing their counting skills.

Planting Seeds

As a follow up to the Science topic 'Growth of Plants', the children planted microgreen seeds in empty milk cartons, which they filled with compost. The children took it in turns to water the seeds. Soon, the seeds sprouted and everyone was happy to see them grow into little plants!



P2.1—Sa Maruska Sammut, Sa Estelle Ciantar, Sa Mary Grace Tanti

Seasons are changing



Together we explored the changes in the weather and the natural world. We used a thermometer to record the temperature over a week and we observed the changes happening around us. It was a very interesting activity in which the learners learned a lot about the weather.

P2.2—Sa Moira Darmanin, Sa Daniela Refalo Saliba, Sa Ruth Galea

An Educational Experience

As part of our Seasons and weather topic, we, Year 2.3 , together with the other Year 2 classes, went on a fieldwork exercise to Wied Hesri. The children observed different trees, shrubs and flora. We also saw a puddle with tadpoles in it. We observed insects and worked out a worksheet on Living and Non-living



which we came across during our walk. It was a very enjoyable experience for all.



P2.3—Sa Nadya Sammut, Sa Toni Calleja

The Weather

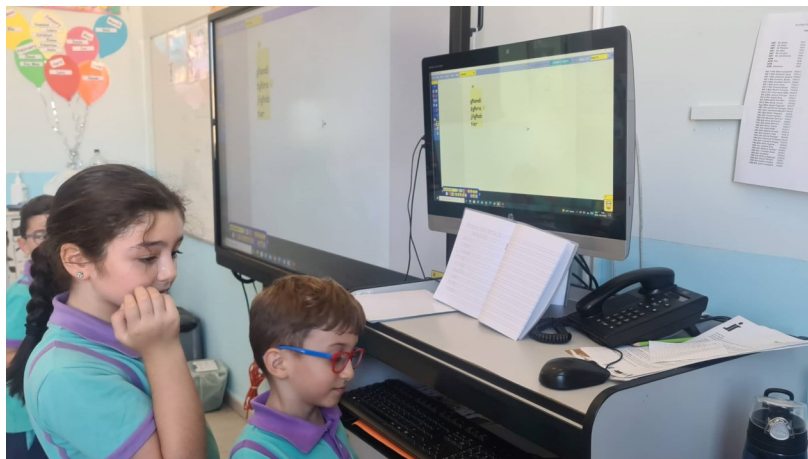
In class we have been learning about the weather in various subjects. During the week we recorded how the weather was. Then, to conclude our study, as a cross curricular activity between science and craft we discussed how rain forms, by carrying out an experiment and then we created rain clouds as a craft activity.



P2.4— Sa Maria Micallef, Sa Priscilla Buhagiar

Spelling Strategies

In our class, children practise their spelling through a range of strategies. They are put in small groups and are then given a Spelling Station. There's the Spelling Box, where children write their words in rice, Magnetic Letters, Rainbow Writing, as well as typing. Every week, we focus on a new group of words and this will help the children widen their vocabulary as well as learn how to spell them properly.



Robotics—A STEAM Activity



The Year 3.2 students had the opportunity to create moving structures using the Lego WeDo. They controlled their inventions by programming the moves on the tablets. Through this lesson the students enhanced their creativity, worked as a team and experienced the basics of robotics. This activity was great fun and a positive learning experience!

P3.2—Sa Melanie Bonello, Sa Priscilla Vella

Year 3.3 Orchids – Tree Planting



What today's world needs is not buildings or roads or concrete but more shovelling and **planting of trees!**

During the first term of this scholastic year, our class discussed the **importance** and **benefits of trees** in our towns, villages, and our countryside. After understanding the importance of trees in our world and the reasons why humans need to care for trees, we kept wondering why our islands lack so many beautiful woody plants. The children were delighted to learn that they had **the**

wonderful opportunity to plant a sapling each. The **Aleppo Pine** and the **Carob**, two Mediterranean species of trees where to be planted at **Ġnien Citta Ferdinand** in Siggiewi, an area indicated by our Local Council. These saplings were previously sowed by students which were in Year 3 two years ago.



On the day, one couldn't not notice the **enthusiasm** our kids had. We left school first thing in the morning to arrive on site and begin working. The children had the opportunity **to plant the sapling themselves** with our help and that of two workers sent by the Local Council. There, we also met the **Siggiewi Mayor Dominic Grech** who visited us on site. The children spoke to the Mayor about the benefits of trees and expressed their **desire to see more woody plants across our beautiful town.** Later, we had a well



deserved break, enjoying the newly planted trees and left the garden very tired after all 17 trees were planted.



Thankfully, the **Siggiewi Local Council** will water our trees in the dry season as it has already did with the saplings planted last year at **Ġnien Albert Fenech.** In these two years we planted **33 trees** in total.

It was a very intense and fun day where the children learned a lot from an environmental point of view.

X'nixtieq insir la nikber?



Illum ħa nkellimkom fuq x'nixtieq insir la nikber. La nikber nixtieq insir artista popolari.

Niĥajjar nagħmel dan ix-xogħol għax l-arti minn dejjem kien il-passatemp favorit tiegħi. Ilni nping i minn meta kelli tliet snin.

Dejjem nivvinta tpingijiet differenti. Ommi u missieri dejjem jissapportjawni u jikkumplimentaw it-tpingijiet li nagħmel. M'iniex persuna paċenzjuża però għandi ħafna paċenzja waqt attivitajiet li għandhom x'jaqsmu mal-arti. Dan ix-xogħol jogħgobni għaliex nuża ħafna midja bħal kuluri, markers, pniesel, żebgħa kif ukoll dekorazzjonijiet. Jien ma nixtieqx li jkolli uniformi imma nixtieq li jkolli ħwejjegħ għal t'apposta biex ma ntebbagħhomx u ma nċappashomx. Affarijiet li jdejquni f'dan ix-xogħol huma li nibza' li ma noqgħodx attenta biżżejjed lejn id-dettall u ma nagħtix daqshekk kulur lill-istampa.

Jiena ċerta li la nikber ħa mmur tajjeb bħala artista u mhux se jkolli problemi.

Seana Cassar

A Haunted House Writing Activity

This writing activity is a great way to engage the students and get them excited about writing. It offers a fun, engaging and creative way to teach descriptive writing and adjectives. We started this writing activity by reading a related e-book on the tablet, Are Haunted Houses Real? by Patrick Perish.

Next, the children closed their eyes and listened to spooky and creepy music, they also were asked to imagine a haunted house. Afterwards, the students had to draw and colour the haunted house they imagined. Brainstorming activities followed to help students generate nouns and adjectives that can be used in their writing. A sensory details planner was then filled together to guide students through using their senses in describing a haunted house. After describing the haunted house, students were reminded how to appropriately write an advert.

Name: Aaliyah
Date: _____



Nouns

<u>ghost</u>	<u>pumpkin</u>
<u>Master</u> ✓	<u>bat</u> ✓
<u>Spider</u>	<u>eyeballs</u> ✓

Name: Aaliyah
Date: _____



Adjectives

<u>Scary</u>	<u>ripped</u>
<u>dark</u>	<u>spooky</u>
<u>frightening</u>	<u>dirty</u>

Descriptive Writing Planner

Illustrate:



I hear...
Scratching, screams, crows u
means:

I see... ghost, pumpkin,
jack-o-lantern, monster, bat,
mummy, vampire, graveyard, witches

I smell...
stinky, smelly, disgusting,
bloody, deadly, sweet, horrible,
burnt, strange, spicy is
lovely

I feel...
Nothing!!

The final product:

A haunted house for sale

An enormous, creepy and haunted house with seventeen rooms and a dirty and dark attic is for sale. This abandoned empty house has lots of bats, monsters, spiders and eyeballs. You will never want to leave this house! You will hear screams and scratches all day long and you will smell stinky toilets, blood and burnt toast. You will see ghosts, pumpkins, jack-o-lanterns, monsters, bats, mummies, vampires and witches. The house has a graveyard too. You will have a servant. It is a monster. The haunted house has a broken window so monsters can come in and live with you. There is a broken stairs too. When you step on them, you will fall downstairs. You will not have a front door because it is broken. Please come and visit this haunted house. It is a must-see property!

Written by Aaliyah Farrugia

Using the VR Sets

In this activity, the children were exposed to STEAM education by learning about space with the use of the VR sets.



The children scanned QR codes on their tablet that displayed questions related to space. The children had to investigate through space with their VR set to find answers to the problems. This activity was also part of the schools' Erasmus project InDemand where students explained the activity to teachers from Ireland, Slovenia, Italy and Spain while participating together with the children.

Me, Myself and I

Hello! My name is Katrika. I am seven years old and I am in year four. I live in Siggiewi with my mum and dad. My birthday is on the 5th of November. I have straight, short hair and black eyes. My skin is brown and my face is oval.

I enjoy gardening, playing with cars, doing gymnastics and singing.

I love eating vegetables and sushi. My favourite colour is indigo and November is my favourite month of the year because I celebrate my birthday in November. I like helping my mother in the kitchen because I like to keep busy. My favourite animals are cats and dogs.

At my home I have three cats named Bertu, Gibbs and Abbi. I also have a white and brown dog named Chaucer.

When I grow up I want to be a veterinary nurse because I like helping injured animals.

Katrika Grima



The Talking Pumpkin

My pumpkin started talking to me after I carved it and put a candle inside it.



It turned into a human ,and I was very scared but I calmed down when I knew he was very nice. The pumpkin was still made out of pumpkin when it turned into a human. The pumpkin man was light orange. We became friends and I named him Kevin. The first thing I did was giving him some shoes and we both liked football, so we played football together. I noticed that he had a very deep voice. He was much faster than I was. He had a pointy and dusty hat, which I thought made him look very funny. We were both very adventurous.

While we were playing soccer, the wind blew the candle off and he turned back into a normal pumpkin.

I was very sad and went back home to sleep.

by Giuseppe Vassallo

My Opinion—An Article

Different laws should protect zoos around the world. Animals should have very large spaces where to roam. They should not be kept in small cages because they can be stressed, angry and anxious. Police should make visits to check if the animals are being kept well. Zoos should be free of charge, but people can donate if they want to. The government should help the zoos with money. Veterinarians should always be available on sight. Animals should be freed from the zoo if they do not seem happy. They should always be given appropriate food and drink. Visitors must not give food without permission. Zoos should be cleaned every day.

Leah Galea



Ir-robot

Xi snin ilu l-mama' xtrat Robot minn fuq l-'nternet. Dan ir-robot kien jismu Toni. Dan ir-robot gie vvintat fil-Ġermanja. Pero^ ma naħsibx li dan ir-robot ivvintah George Devol!

Ir-robot kien kbir ħafna u tqil ċomb għax kien magħmul mill-ħadid. Toni kellu rasu forma ta' televixin u żaqqu kienet forma ta' qalb. Idejh kienu twal u kbar u saqajh kienu qosra. Kien miżbugħ b'ħafna kuluri. Toni kien jaħdem bil-batteriji għax fuq dahru kien hemm il-bieba tal-batteriji.

Ommi xtrat dan ir-robot biex jgħinnha tagħmel l-eżerċizzju. Hu kien għaref daqs Salamun! Hu kien jaf jagħmel il-yoga u ħafna eżerċizzji fiżiċi. Toni ma setax jilgħab fl-ilma għax ma kienx reżistenti għall-ilma. Toni kien jaf jitkellem il-lingwi kollha.

Sfortunatament, ir-robot inkiser għax il-mama' waqqgħat fuqu waqt li kienu qed jagħmlu l-eżerċizzju. Xi froġa dik!

Julian Fabri



P5.3—Sa Yoshabelle Jones, Sa Alison Falzon, Sa Angelique Spiteri

Nieħdu ħsieb saħħitna

Hejlow tfal,

Illum ser nkellimkom fuq is-saħħa għaliex huwa importanti ħafna li nibdew nibżgħu għal saħħitna minn meta nkunu għadna żgħar!



Dawn huma xi ftit mill-pariri ta' kif nistgħu nieħdu ħsieb saħħitna. Ta' kuljum għandna nieklu ikel bnin u sustanzjuż u nixorbu ħafna ilma. Jiena nissuġerilkom ssegwu d-dieta Mediterranja. Din tikkonsisti f'ammont sostanzjali ta' ħaxix u frott. Ħaġa oħra li għandna nagħmlu, hu l-eżerċizzju fiżiku. Important wkoll li ninħaslu sew kuljum, naħslu snienna darbtejn fil-ġurnata, nilbsu ħwejjeġ nodfa, u naħslu idejna sew u ta' spiss qabel u wara l-ikel.

Biex nieħdu ħsieb saħħitna għandna nqattgħu inqas ħin fuq apparati elettronici, speċjalment meta noħorġu mal-familja u l-ħbieb. Dan jgħinna nikkomunikaw iżjed bejnietna u nkunu qegħdin nagħmlu inqas ħsara lill-għajnejna. In-nuqqas tal-irqad huwa wkoll xi ħaġa li għandha x'taqsam mas-saħħa. Huwa importanti li ma ndumux ħafna biex norqdu filgħaxija. Minn studji li saru jidher li mill-inqas għandna norqdu tmien sigħat kuljum! L-irqad huwa importanti għax jgħinna niffukaw matul il-ġurnata.

Ma ninsewx ukoll l-eżerċizzju li għandu jkun ukoll parti fundamentali mill-attivitajiet tagħna ta' kuljum. Permezz tal-eżerċizzju nżommu ruħna attivi u nnaqsu r-riskju tal-obeżita`.

Jien nissuġerilkom li tibżgħu iżjed għal saħħitkom għaliex is-saħħa hija importanti ħafna u bħalma jgħid il-Malti saħħitna tiswa mitqalu deheb!

Leanne Mifsud

Write a letter to your friend about a place that you would like to visit.

17, Main Street,
Siggiewi.
SGW 2012
26th October, 2022

Dear Kimaya,

I hope this letter finds you well. When I arrived home from school, my mother told me that I had received a letter from you. The news was music to my ears, so I made up my mind to write you back.

Once I started to read the letter and saw that you were telling me about where you would like to go, I decided that I will also share with you where I would like to go. I really would like to travel to England. This is because I would like to visit London. London has a lot of interesting places to visit, such as, the Big Ben, Buckingham Palace, London Eye, Madame Tussauds and the London Bridge. I would probably go to Buckingham Palace first because I am sure it looks nicer than I imagine. I cannot miss the London Theatre. There you can see musicals. You can learn about it too! I would like to visit all these places with all my family so that none of us will be left out.

I hope you have enjoyed reading my letter. I am looking forward to hearing from you soon.

Regards,
Solange



L-Awtobijografija tiegħi – Nathan Calleja Yr6.2

Bkejt bikja kbira u sellimt lid-dinja. Kien l-ghaxra ta' Lulju 2012 u ommi u missieri kienu fis-seba' sema. Kien hemm shana taqli l-ġrieden. Kont nibki ftit mhu hażin. Hekk bdiet hajti!

Ta' sena għamluli l-quċċija u aqta' xi qbadt? Martell! Aqtgħu xi ġrali ta' sentejn? Gidimni l-kelb il-kbir tan-nanna f'saqajja. Tgħidx kemm bkejt u l-marki f'saqajja għadhom jidhru sal-lum. Ta' tliet snin bdejt immur l-iskola primarja tas-Sigġiewi u sena wara twieldet oħti ż-żgħira. Meta kont fl-ewwel sena tal-iskola primarja l-papa` xtrali hafna hut tal-akkwarju. Kont ferħan se ntir imma ftit wara mituli kollha! Minhabba li kont qalbi sewda, biex iferraħni, missieri xtrali fekrun li semmejtu Lowlu. Meta kelli sitt snin ksirt idi jien u niezel iż-żurziqa tal-bandli tar-Rabat. Spiċċajt għamilt il-preċet b'idi fil-ġibs.

Imbagħad fis-sajf tgħallimt ngħum u nogħdos waħdi. Taħt il-baħar rajt dinja oħra! Rajt pjanti u hut li qatt kont rajt qabel. Hekk kif kont qed nikber tgħallimt insuq ir-rota mingħajr ir-roti ż-żgħar. Dis-sena jien mort Sqallija bil-katamaran mal-familja tiegħi. Jine inżilt fix-xmara Gole Alcantara. L-ilma kien kiesaħ silġ għax kien niezel mill-muntanja. Ftit qabel jum l-annimali l-papa xtrali tliet Guppies. Il-papa` se jixtrili iktar minn dan it-tip ta' hut.

Din hi l-awtobijografija tiegħi. M'hemmx ġurnata partikolari li ngħid kienet l-isbaħ f'hajti għax kull ġurnata naraha bħala waħda prezzjuża.



A Spooky Story by Emma Kay Attard

It was October 31st 1984, when a group of friends went riding their horses in the woods instead of trick-or-treating. It went horribly wrong, and here is why.

There were five experienced riders in the group who all played different horse sports. Each member had her own horse. Luna had Skull, Willow had Ghost, Charlotte had Amber, Scarlett had Sapphire and Madison had Nova. They each packed a bag for their horses and themselves: water, snacks, lanterns, a compass, raincoats, and since Madison was scared of murderers and animals which can kill, she told them to pack a slingshot for 'safety' reasons.

They set off and followed a dirt path so they wouldn't get lost. Madison was clinging to her slingshot from the very beginning. Luna told her there was nothing to worry about, but obviously she wouldn't listen to her since she was a huge coward. Nova had her ears pinned down to her chestnut mane, and took big steps. Charlotte was definitely the bravest of the group, she didn't say a single word about the dark, gloomy woods. Suddenly, they heard a loud munching sound that sounded like it was close by. Madison tried to back out but Willow and Scarlett grabbed her wrist. She started shaking.

The brave Charlotte, said it would be a good idea to grab the oil lamps and look for the creature. Madison was definitely not fine with that, but everyone else agreed, so she had to go. Ghost, Willow's horse, started sniffing something. Willow looked down and saw blood splatters on a tree. The munching sound got louder and louder as they moved. Madison said a prayer and continued following the others. Then, they found the creature. It was a vampire drinking elk's blood. The vampire spotted them and the girls sprinted right as they were about to get caught. Madison shot him in the eye with her slingshot.

When they arrived the girls thanked Madison, but she started chatting about how 'irresponsible' they were, and how she was apparently very responsible. Should you be wondering if Madison got over her fear, she didn't and never will.

Codey Rocky Robot

As part of the Erasmus+ Project, our class participated in a number of activities using the Codey Rocky Robot. Here are some of the activities that we did:

Traffic Lights Activity

By using the sensors of this robot, we have programmed it to move forward when we show it the green card, and stop moving when we show it the red card.

Colour Sensing

Codey Rocky is also able to recognise different colours and react to them. In one of the activities that we did, we coded the robot to move over different coloured flashcards, and by using its sensor, it had to show the same colour of the flashcard that was underneath it.

Floor Cleaning Robot

Another activity that we did was, to code Rocky to change direction when it encounters an obstacle, just like the Floor Cleaning Robots that some of us have at home!

We encourage you to give Codey Rocky a try!



*P6.4 Sur Ayrton Azzopardi, Sa Josephine Delia,
Sa Christabel Mizzi*



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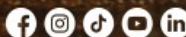
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Din ir-ricetta hija ta' Renato Briffa, għalliem l-ITS u speċjalist tal-ħelu Malti.

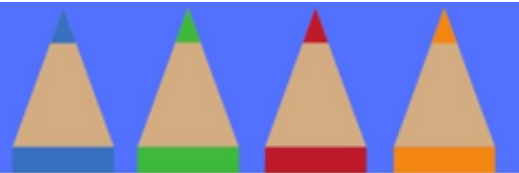
Ingredjenti:

300g zokkor
300g lewż pur mithun
lumija maħkuka
laringa maħkuka
3 qatriet vanilla
2 abjad tal-bajd
ċirasa maqsuma min-nofs għall-wiċċ

Thejjija:

- Ħallat iz-zokkor, il-lewż, il-qoxra taċ-ċitru, l-vanilla u l-abjad tal-bajd, it-taħlita trid tiġi li tkun tista' tippajpjaha bil-bokkin stilla.
- Ipprepara reċipjent b'karta strazza u ppajpja pastina fejn pastina, u agħmel nofs ċirasa fuq kull waħda.
- Preferibbilment ippreparahom ġurnata qabel u aħmihom f'temperatura ta' 175 °C jew Gas Mark 7 sakemm isiru kulur id-deheb (jiħmaru ftit).

Ritratt minn James Bianchi



Pingi skont in-numri

1 = abjad

2 = blu skur

3 = aħmar

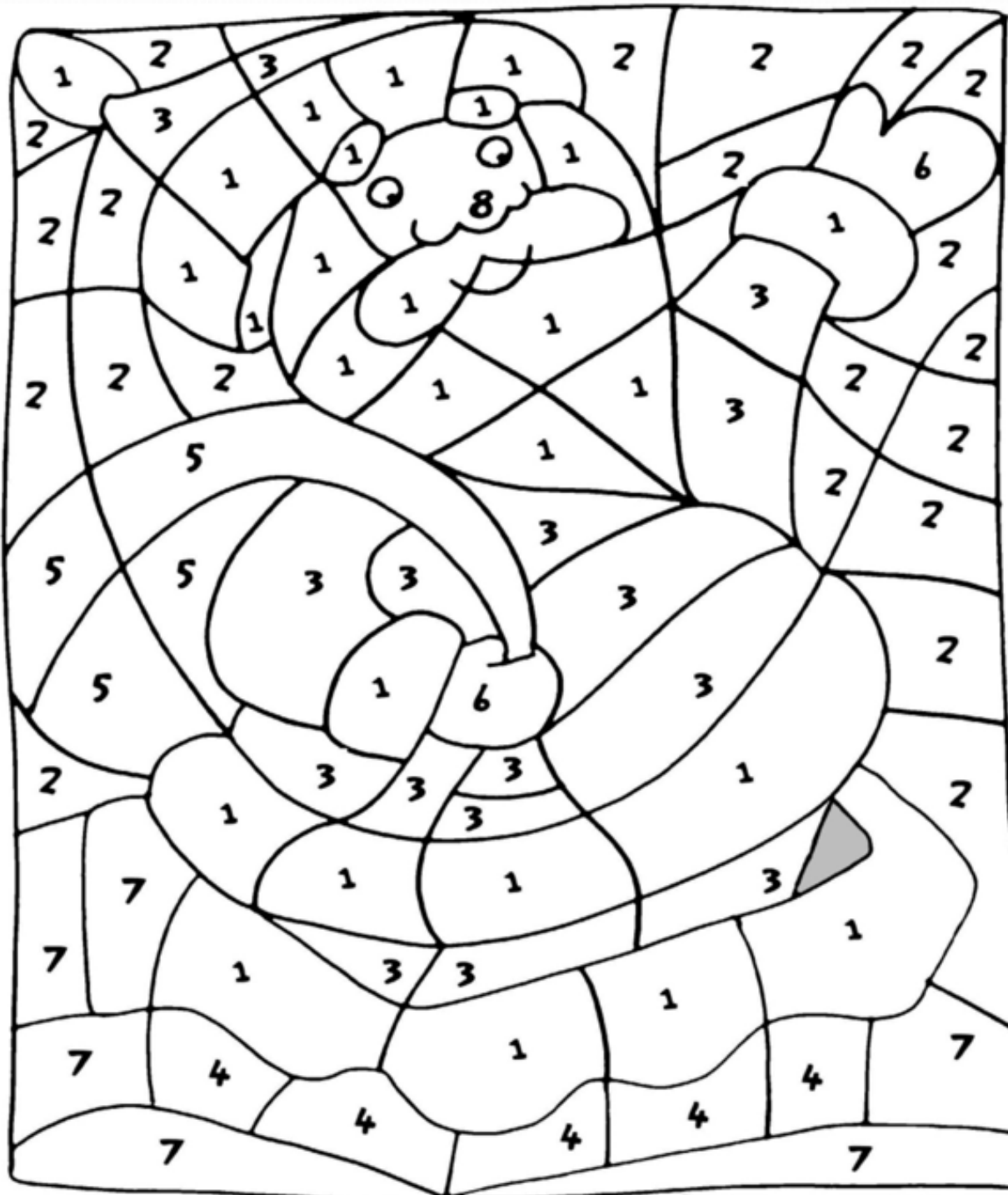
4 = orangjo

5 = isfar

6 = aħdar

7 = kannella

8 = roża



Taħbil il-moħħ

Christmas Sudoku Puzzle

FILL THE EMPTY CELLS IN THE GRID WITH THE DIGITS 1 TO 6. EACH NUMBER MAY ONLY APPEAR ONCE IN A ROW, COLUMN OR REGION. (3 BY 2 BLOCK).

				5	2
2		5		6	
1					
4	6	2	3		5
	4			3	
	2			4	1



5	3		2		6
		6	4		
3		2			
4				2	
		3	6		1
	5	1		4	2

4	1	2			3
		3		4	
	6		2	3	
	3		6		4
	4	5	3	2	6
		6			5

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