



Kompleti mesimor "Yjet e Vogla"



Kompleti mesimor "Yjet e Vogla"

❖ Ve nxenesin ne qender te vemendjes- Nxit krijimtarine e tij.

❖ Ky komplet eshte pregatitur mbi teorine e GARDNERIT per Prirjet e Pergjithshme dhe sipas teknikes SCAMPER.

Kompleti mesimor "Yjet e Vogla" ve ne plan te pare 8 karakteret kryesore sipas prirjeve ne fushat perkatese.

❖ Per kete personazhet e librit duhet t`i prezantohen nje per nje femijeve.



Tani t`ju njohim me 8 personazhet e librit.



Une quhem Mehmet.
Une i dua shume
kafshet,bimet pra
shkurtimisht natyren.Bej
shume pyetje,gjerat qe nuk i
di i mesoj duke i eksploruar.

MEHMET
Prirje per fushen e
natyres



Une quhem Nihal.
I dua shume shoket dhe i
ndihmoj ata.
Me pelqen te jem lidere
dhe i gjej zgjidhje
problemeve qe has.

NIHAL

**Prirje per fushen sociale dhe
emocionale**



Une quhem Murat.
Me pelqen shume te
vizatoj, te ngjyros dhe te
enderroj.

MURAT

Prirje per fushen e vezhgimit
dhe meditimit



Une quhem Jeshim.
Me pelqen shume te
kendoj,te imitoj zerat qe
degjoj.

JESHIM

Prirje per fushen muzikore
dhe ritmike



Une quhem Fatih.
Jam shume kurioz te dij
se si punojne mjetet e
ndryshme.Me pelqen te
punoj me numrat dhe me
figurat gjeometrike.

FATIH

Prirje per fushen e matematikes
dhe te llogjikes.



Une quhem Esra.
Me pelqen shume te lexoj
libra dhe te flas.

ESRA

Prirje per fushen e gjuhes



Une quhem Sinan.
Jam shume i
levizshem.Me pelqen
shume te luaj,te prek dhe
te imitoj.

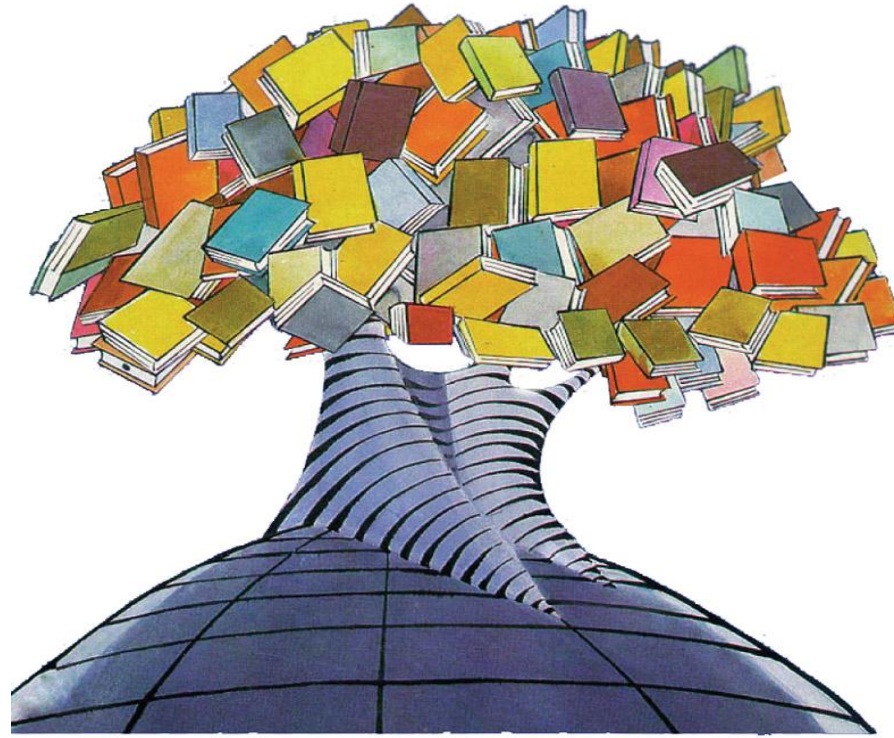
SINAN

**Prirje per fushen gjimnastikore
dhe kinetike.**



Une quhem Aishe.
Me pelqen shume te
luaj dhe te punoj
vetem.

AISHE
Prirje per krijimtari
vetjake



**PARA SE TE FILLONI PUNEN
ME KOMPLETIN
MESIMOR"YJET E
VEGJEL"DUHET TE KENI**

PARA SE TE FILLONI PUNEN

**1-)Nje dite me pare duke percaktuar
faqen e cila do te punohet behen
parapergatitjet e duhura.**

**Behen gati
materiallet,mjetet,ambienti i
pershtatshem etj.**

2) Duhet te kemi kujdes qe faqja qe po punojme te jete ne perputhje me planin ditor,sepse aktivitetet qe jane tek plani ditor mbeshtesin ato te librit te aktiviteve.

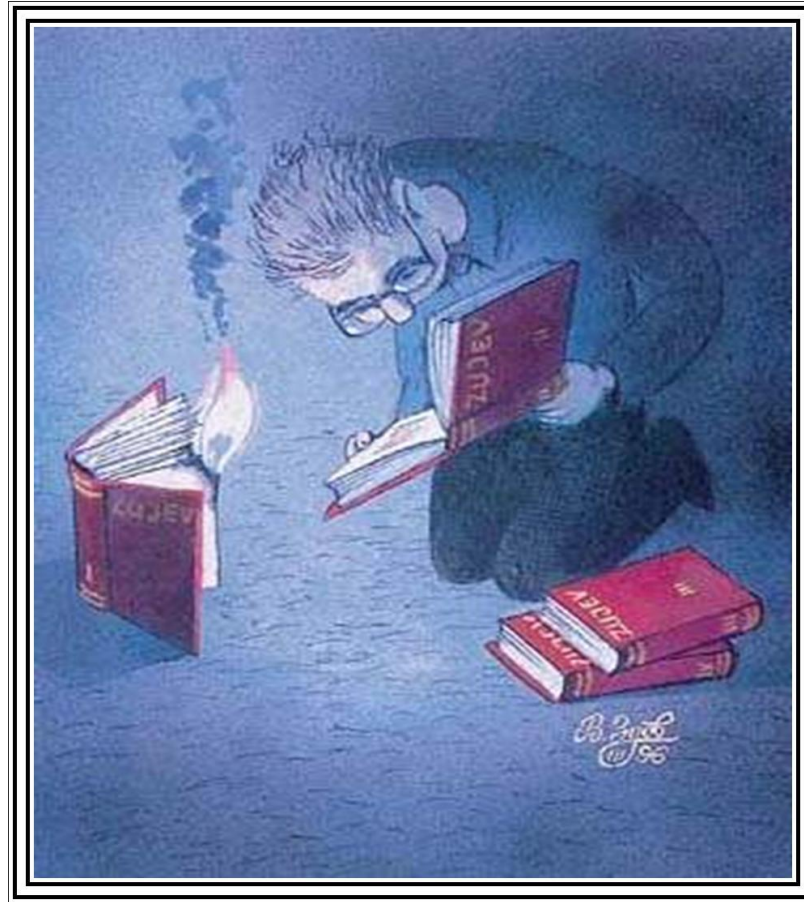
4) Per te terhqehur vemendjen e femijeve ne lidhje me faqen qe po punohet tek libri i ushtrimeve duhet te behen aktivitete te ndryshme.

(P.sh te flase nje kukull qe i dhemb dhemb,duke i veshur nje kostum te ndryshem,duke e zbukuruar klasen ne menyre te ndryshme.

Si;Kur kalohet ne stinen e vjeshtes mund te merren gjethe te verdha dhe te vendosen ne vende te ndryshme te klases.)

5) Duhet te kihet kujdes qe ushtrimet e librit te behen ne kohen kur femijet jane me te perqendruar dhe jo te lodhur.





PIKAT KRYESORE QE DUHET TE
KIHEN PARASYSH GJATE
PERDORIMIT TE LIBRIT.

1. Udhezimet qe ndodhen ne liber duhet te lexohen hapur,ne menyre te kuptueshme dhe me nje tonacion te tille qe te gjithë nxenesit ta degjojne. (Tonacioni i mesueses duhet te jete i qarte,i dashur,i embel.Ajo duhet te jete e qeshur.)

2. Cfaredo qe te ndodhi per shkak te sjelljeve te padeshirueshme nje femije nuk duhet te largohet nga mesimi gjate kohes qe punohet me librin.

(Kjo mund te shkaktoje tek femija pakenaqesi ndaj mesueses dhe mesimit te librit.)

3. Me librin duhet te punohet sipas rradhes. (Nga me e thjeshta tek me e nderlikuara.)

4. Tek fleta e punes mundesisht duhet te shenohet data e asaj dite.

(Kjo ben te lehte qe me pas mesuesja t`i shohi dhe te beje vleresimin e duhur.)

5. Duke marre parasysh perqendrimin e femijeve kur ulet per te punuar me librin nuk duhet te behen me shume se 2 faqe.



6. Sipas interesit te femijeve udhezimet e librit mund te mos lexohen te gjitha. (Ne kete pike duhet te kete pak elasticitet. Sipas interesave te tyre mund te shtohen edhe udhezime te tjera.)



**7. Kur femijet shperqendrohen dhe i iken
interesi nuk duhet te mbahen me zor,por
tema duhet te permbliidhet me pak fjale.**

8. Eshte normale qe femijet do ta kene te veshtire pergatitjen e disa punimeve. Ne kete rast duhen bere perseritje derisa femija ta kuptoje udhezimin ose te thuhet ne menyre te thjeshte qe ai ta kuptoje.

9. Femijet edhe pse jane te nje moshe kane nivele te ndryshme zhvillimi. Prandaj udhezimet e dhena nuk eshte e thene se do te kuptohen nga te gjithet femijet me te njejten shpejtesi ose ngadalesi. Ne kete rast femijeve qe i kuptojne me shpejt se shoket mund t`i jepet pergjegjesia qe te ndihmojne shoket e tjere.



10. Nuk eshte e thene se te gjitha aktivitetet do te terheqin vemendjen e femijeve. Per ato faqe per te cilat mendojme se jane te ngarkuara per njohurite paraprake dhe jane te veshtira per t`i zbatuar nuk duhet t`i detyrojme femijet qe t`i bejne.



**11. Ne qofte se behet fjale per gabimet qe
bejne femijet tek fleta e punes duhet te
kerkohet shkaku i tyre.**

**Edhe kur femija jep pergjigjen e sakte duhet
te shihet nese e jep ate rastesisht apo ka
kuptuar ato qe i jane shpjeguar dhe
pergjigjet ne baze te tyre.**

**(Nderkohe qe behet kjo nuk te mbahet nje
qendrim fajesues dhe fyes ndaj femijeve.)**

**12. Femijet kane deshire qe te shohin
perfundimet qe japin sjellja dhe mendimet e
tyre. Prandaj kur behet pune ne grup duhet
te perdoren fjale stimuluese si "Shume
bukur, Ju lumte etj."**

**(Here pas here cdo femije edhe para grupit
edhe ne vecanti duhet t`i thuhet fjale
stimuluese.)**



13. Kur punohet me fleten e punes derisa femijet t`i arrijne t`i kuptojne udhezimet e dhena mund te humbasin pak kohe. Prandaj kur udhezimet fillohen te zbatohen nga femijet nuk duhet t`i kerkojme atyre qe te shpejtojne.

- **How to use the SCAMPER technique**

- The SCAMPER technique uses a set of directed questions which you answer about your [probortunity](#) in order to come up with new ideas. The stimulus comes from forcing yourself to answer questions which you would not normally pose. The questions direct you to thinking about a probortunity in ways which typically come up with new ideas.
- **SCAMPER** is an acronym which stands for questions relating to the following:

SSubstitute Think about substituting part of your product/process for something else. By looking for something to substitute you can often come up with new ideas. Typical questions: What can I substitute to make an improvement? What if I swap this for that and see what happens? How can I substitute the place, time, materials or people?

CCombine Think about combining two or more parts of your probortunity to achieve a different product/process or to enhance synergy. Typical questions: What materials, features, processes, people, products or components can I combine? Where can I build synergy? **AAadapt** Think about which parts of the product/process could be adapted to remove the probortunity or think how you could change the nature of the product/process. Typical questions: What part of the product could I change? And in exchange for what? What if I were to change the characteristics of a component?

MModify/distort Think about changing part or all of the current situation, or to distort it in an unusual way. By forcing yourself to come up with new ways of working, you are often prompted into an alternative product/process. Typical questions: What happens if I warp or exaggerate a feature or component? What will happen if I modify the process in some way? **PPut to other purposes** Think of how you might be able to put your current solution/ product/process to other purposes, or think of what you could reuse from somewhere else in order to solve your own probortunity. You might think of another way of solving your own probortunity or finding another market for your product. Typical questions: What other market could I use this product in? Who or what else might be able to use it? **EEliminate** Think of what might happen if you eliminated various parts of the product/process/probortunity and consider what you might do in that situation. This often leads you to consider different ways of tackling the probortunity. Typical questions: What would happen if I removed a component or part of it? How else would I achieve the solution without the normal way of doing it?

- Think of what you would do if part of your probortunity/product/process worked in reverse or done in a different order. What would you do if you had to do it in reverse? You can use this to see your probortunity from different angles and come up with new ideas.
- Typical questions: What if I did it the other way round? What if I reverse the order it is done or the way it is used? How would I achieve the opposite effect?
- In essence you should ask yourself questions relating to each of the SCAMPER words to come up with new ideas. Spend some time developing questions which challenge your current way of thinking.
- [Brainstorming Toolbox](#) software can be used to spark off suitable questions or you can generate your own manually.
- NB. It is acknowledged that not all of the questions will fit in with every scenario, but you will need to extract the meaning of each question and develop your own which is directly relevant to your situation. It is the principle behind the question that you should apply to your own probortunity, not just the immediate question asked.
- Please try this technique for yourself and you will certainly improve at coming up with new ideas.