

EL-MOASSER

# DISCOVER

By a group of supervisors

PARENTS' GUIDE 2022



Part 1

Multidisciplinary

KG1  
FIRST TERM

# DISCOVER

Parents' Guide

By a group of supervisors



Multidisciplinary

KG1

FIRST TERM



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# Introduction

**Dear parents...** At the beginning of the third millennium, forming a new Egyptian character should be given due care and attention. That character should be equipped with values, skills and knowledge to cope with the world rapidly changing development.

The pre-university educational system has already developed to be aligned with the sustainable development strategy (Egypt vision 2030). It stems from a firm belief that the traditional curriculum based on spoon-feeding strategy is no longer sufficient.

We should move to the multidisciplinary curriculum which adopts a student-centered strategy. This strategy enhances our children's communication skills and develops their problem solving and critical thinking skills.

**El-Moasser Book Series** has the honour to present you "the Parent's guide" for the multidisciplinary textbook "Discover". The textbook "Discover" is for the kindergarten stage, grade one. This guide introduces a wide range of interesting activities which support the textbook "Discover" themes. In addition, it presents full detailed instructions for parents, to support their children in their learning process. El-Moasser believes in making the learning process a pleasure which starts from the classroom and continues at home.

**THE AUTHORS**



**Mom  
&  
Dad**

# your guide to the textbook «Discover»

As the textbook «Discover» for the kindergarten 1 pupils is one of the new books about our educational system 2.0, we think we should start with a set of guides that we will provide parents within this guide.

## - What should a child discover?

The textbook «Discover» allows the child to discover content, to ask questions about what he wants to know more about, and to help develop his or her ability to observe, ask and discuss.

## - The meaning of «multidisciplinary»:

The textbook «Discover» is based on the introduction of integrated content in various disciplines such as: mathematics, science, social studies, arts of all kinds and vocational fields in various branches, in addition to the English language, which is the language of communication between these different disciplines.

## - The content of the textbook «Discover» :

The curriculum consists of four themes that are:

- **Theme 1** : Who am I ?
- **Theme 2** : The world around me.
- **Theme 3** : How the world works.
- **Theme 4** : Communication.

Students will study the first and the second themes during the first semester, while the third and the fourth themes will be studied during the second semester.

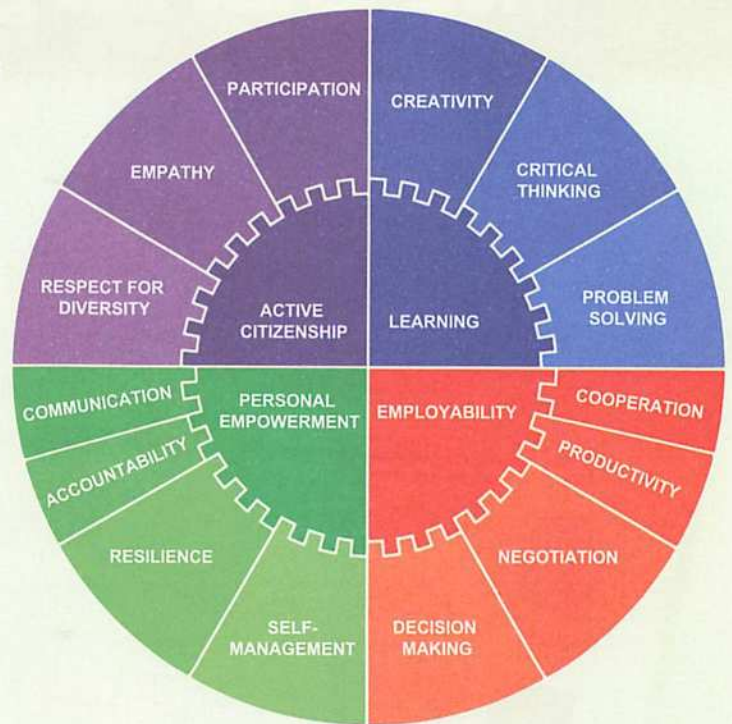
Each of the four themes consists of a set of chapters. The chapter contains three main components that are:

- **Discover** : Where the child discovers the content and recognizes the features of the main project of each chapter.
- **Learn** : Where the child exercises life skills concepts and academic skills and applies them to the multidisciplinary content and shows his understanding of what he learned.
- **Share** : Where the child introduces his products and sharing them with his colleagues to give and receive comments.

**- The life skills that the child must acquire through the textbook «Discover» :**

The textbook «Discover» works on providing the child 14 life skills categorized according to the four dimensions of learning that are:

- Learn to know.
- Learn to work.
- Learn to be.
- Learn to live with others.



**- The local and global issues addressed by the book «Discover» :**

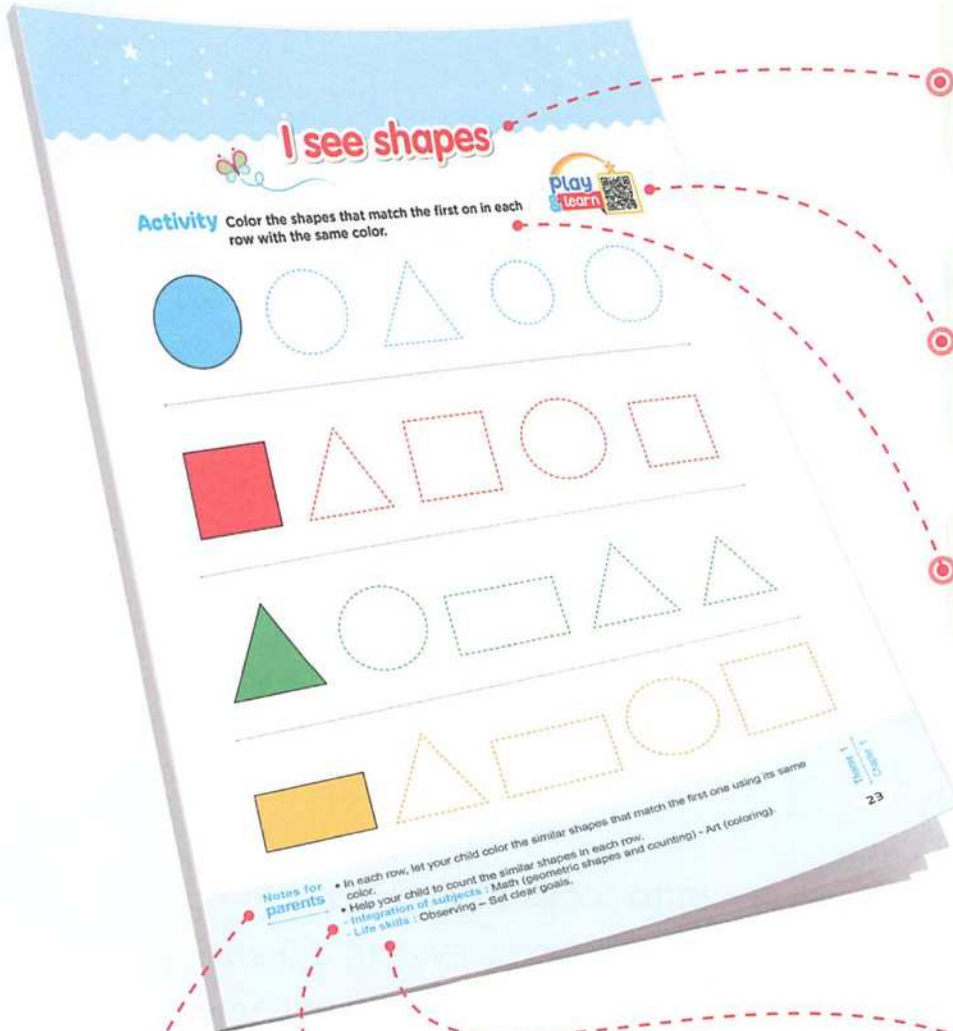
The child is exposed, while playing, drawing, coloring, writing, singing and acting to five issues of local and global interests that are:

- Environment and development.
- Health and Population.
- Non-discrimination.
- Citizenship.
- Globalization.

**- What «El-Moasser Parent's Guide» introduces to parents is that:**

- It explains the philosophy of the new educational system 2.0 and introduces general guidance for parents to help the child at home.
- It also introduces a series of activities that enriches the activities of the school book with guide to help the child discover information, relations and concepts by himself.
- It also introduces the aims of the activities given and how to be implemented, the skills and values existing in them and the complementarities between different disciplines.

# How to use this guide ?



## Topic name

Represents what your child should discover through some activities.

## QR code

Scan the QR code using your phone and let your child enjoy learning through playing games.

## Directives

What your child needs to do in the activity.

## Life skills

Represents the skills that your child must acquire from the activity.

## Integration of subjects

The different subjects that are covered in the activity.

## Notes for parents

What the parents should do to help his/her child to do the activity.



# How to use this guide ?

## I have learned that

I have five senses .



## I have learned that

Represents a summary of what your child has learned in the previous activities.

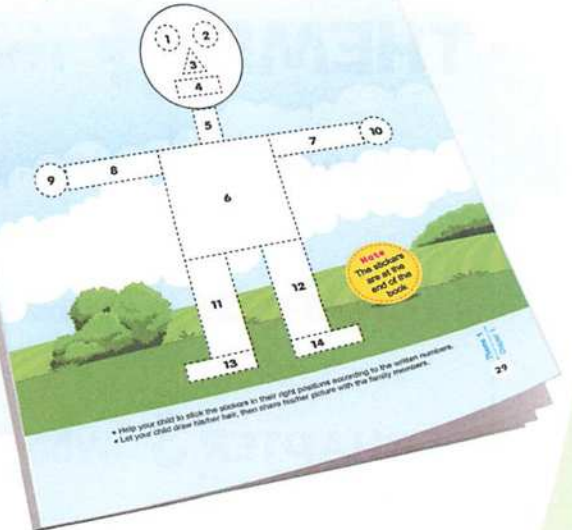
## Project

Represents a "Project" that your child should do to apply the topics and the concepts that he/she has learned in each chapter and share it with his/her friends and family.

## PROJECT

Stick, then draw the hair.

### My geometric self-portrait



## Certificate

Congratulations to

Name: \_\_\_\_\_

Date: \_\_\_\_\_

for successfully finishing this book



## Certificate

When your child has completed the book, fill in the certificate with his/her name and give it to him/her as a prize.



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## Glossary

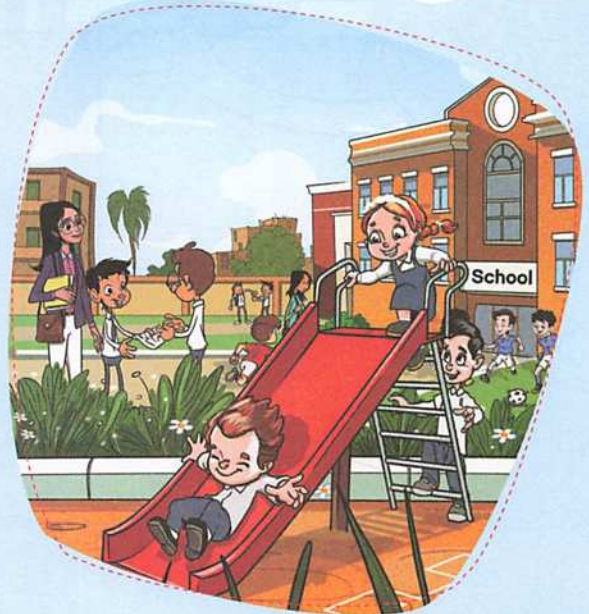
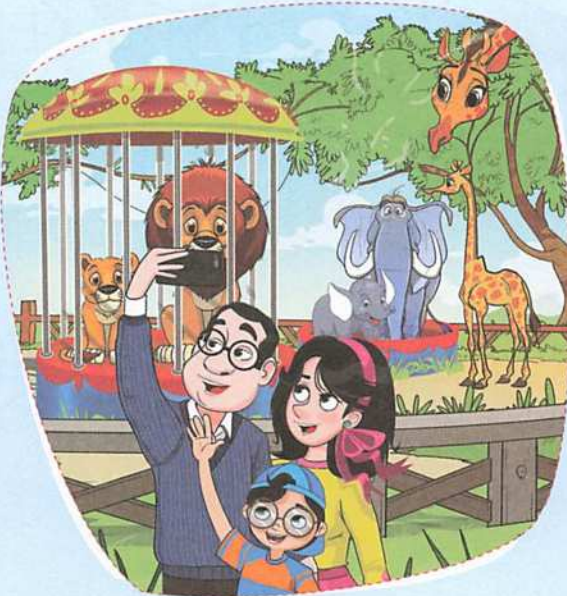
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# THEME

# 1

## Who Am I?



Chapter

1

# Geometric Self-Portrait





## Learning outcomes

By the end of this chapter, your child will be able to :

- Identify the primary colors.
- Discover the sense of sight.
- Discover the senses of taste and smell.
- Identify and share favorite foods.
- Discover the senses of touch and hearing.
- Identify the colors, green and orange.
- Make comparison between themselves and others.
- Use comparison words : Same and different.
- Describe basic shapes : Square, circle, triangle and rectangle.
- Compare a favorite toy to basic shapes.
- Compare similar and different characteristics.
- Introduce and describe themselves.
- Use basic shapes to draw pictures of their favorite things.
- Use shapes and colors to create a model of the human body.



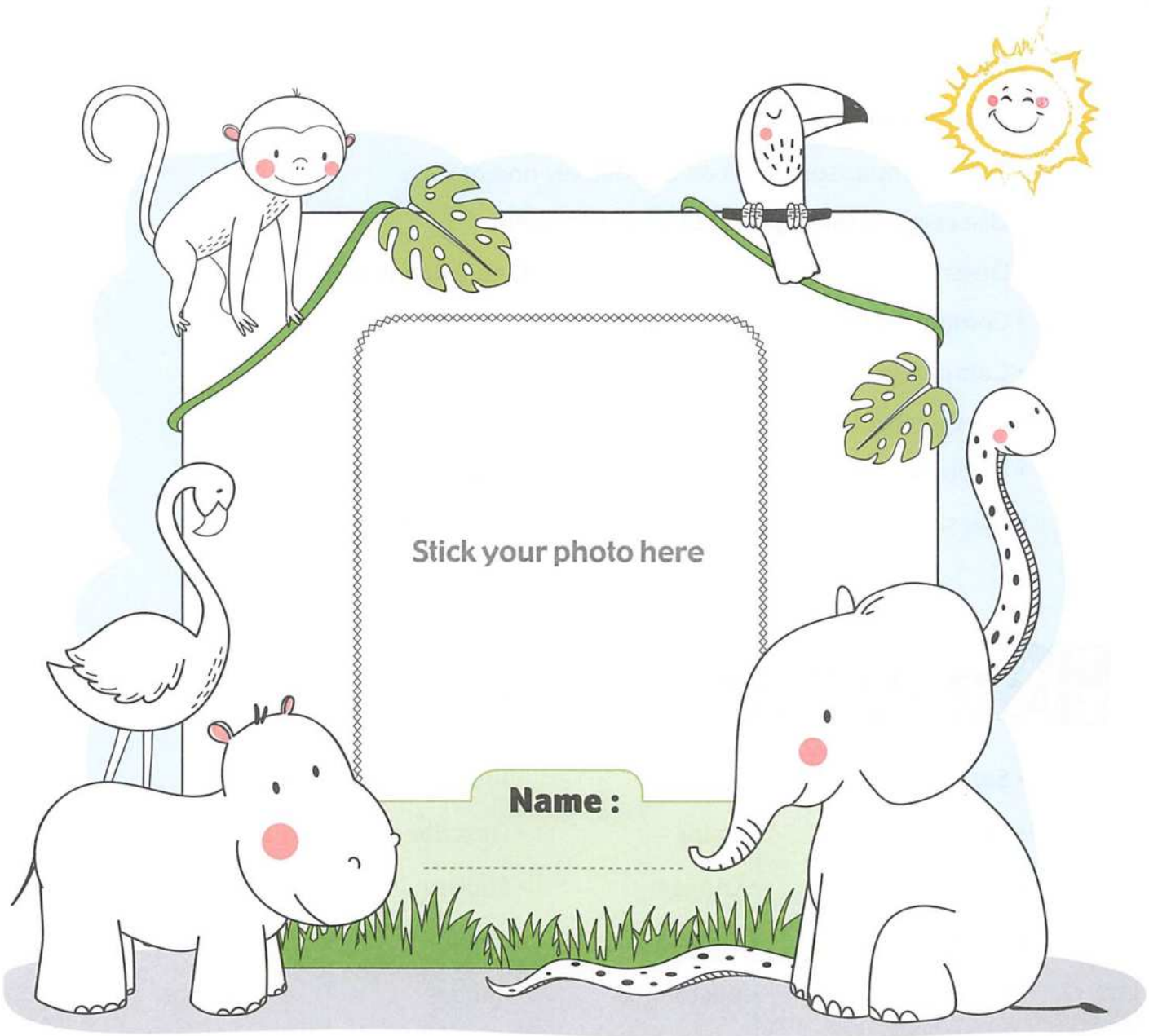
## Key vocabulary

- |                 |             |            |           |
|-----------------|-------------|------------|-----------|
| • Senses        | • See       | • Touch    | • Taste   |
| • Smell         | • Color     | • Describe | • Bigger  |
| • Smaller       | • Longer    | • Shorter  | • Taller  |
| • Same          | • Different | • Shape    | • Circle  |
| • Triangle      | • Rectangle | • Square   | • Compare |
| • Self-portrait |             |            |           |

# Self Portrait



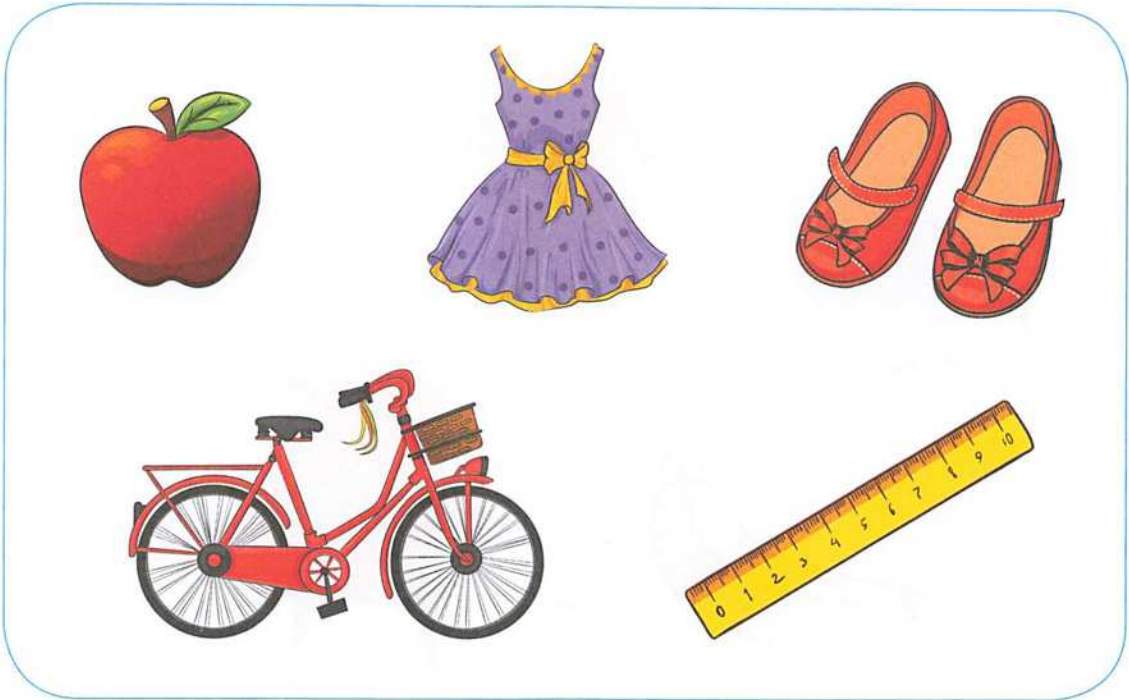
**Activity 1** Stick your photo and Try to write your name, then color the animals.



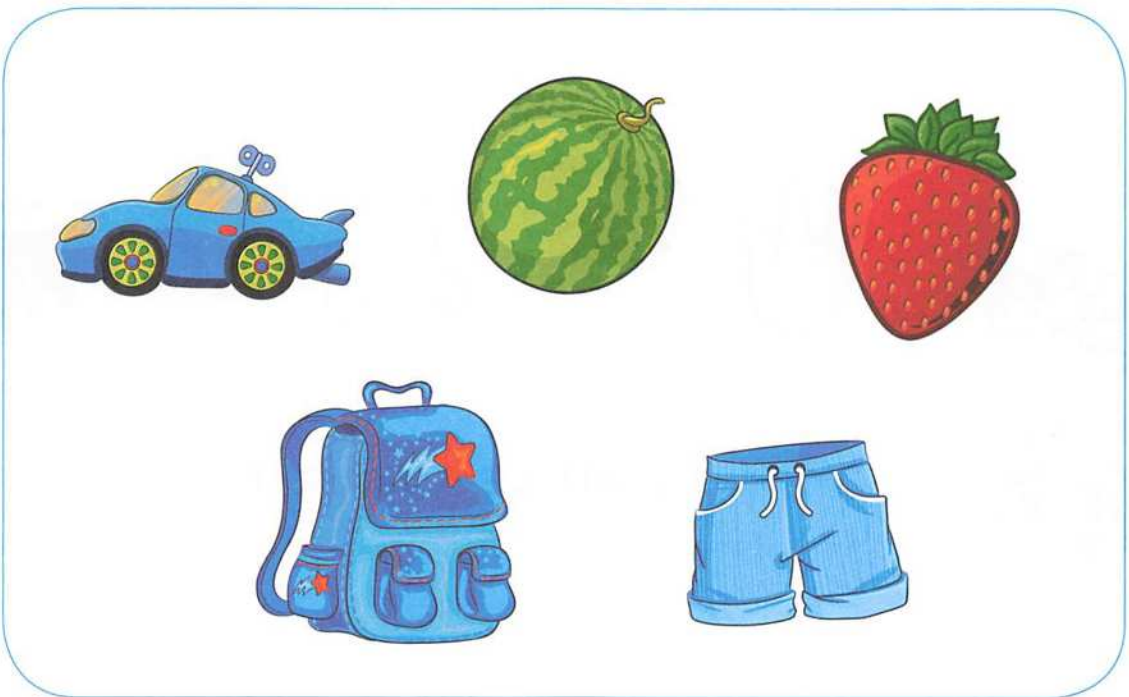
## Notes for parents

- Let your child stick his/her photo inside the frame.
- Help your child to write the letters of his/her first name.
- **Integration of subjects** : English (write his/her name) - Art (coloring).
- **Life skills** : Creativity – Self-expression.

**Activity 2** Use a  to circle the **red** objects only.

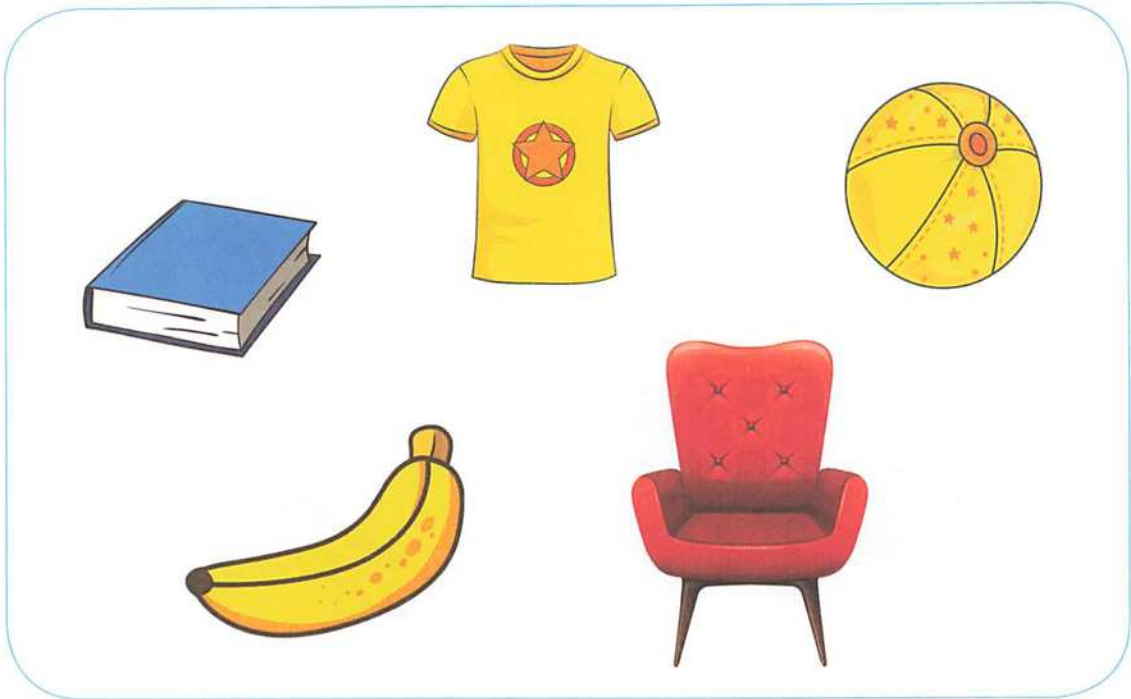


**Activity 3** Use a  to circle the **blue** objects only.

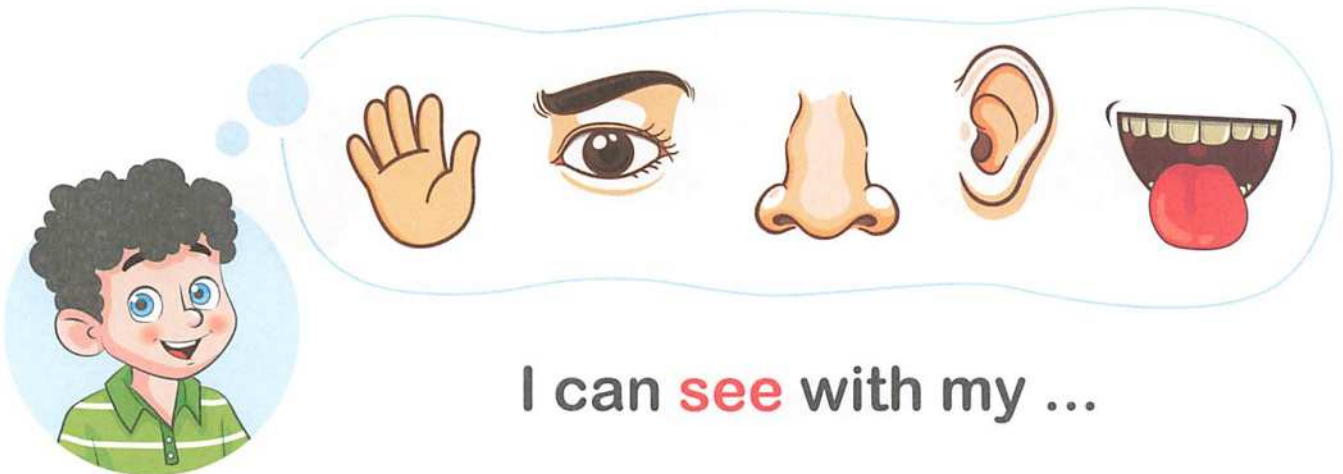


- Let your child circle the red objects.
- Let your child circle the blue objects.
- Let your child repeat the names of colors red and blue.
- **Integration of subjects** : English (repeating some words) - Science (sense organs) - Art (coloring).
- **Life skills** : Differentiation - Critical thinking - Observing.

**Activity 4** Use a  to circle the **yellow** objects only.



**Activity 5** Circle the right organ.



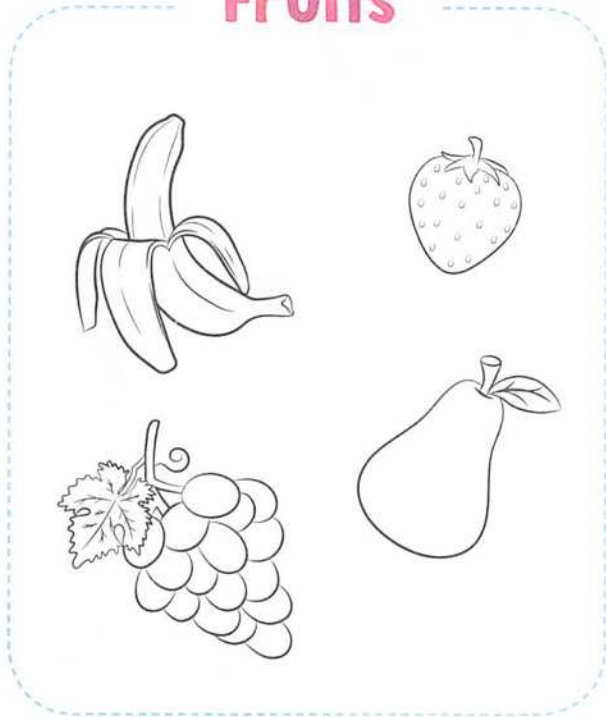
**Notes for parents**

- Let your child circle the yellow object, then let him/her repeat the names of colors : red, blue and yellow.
- Read to your child, the sentence "I can see with my .....", then let him/her circle the right organ and repeat the word "eye".
- **Integration of subjects** : English (repeating some words) - Science (sense organs) - Economics and applied sciences (nutrition and food science).
- **Life skills** : Differentiation - Critical thinking - Observing - Communication.

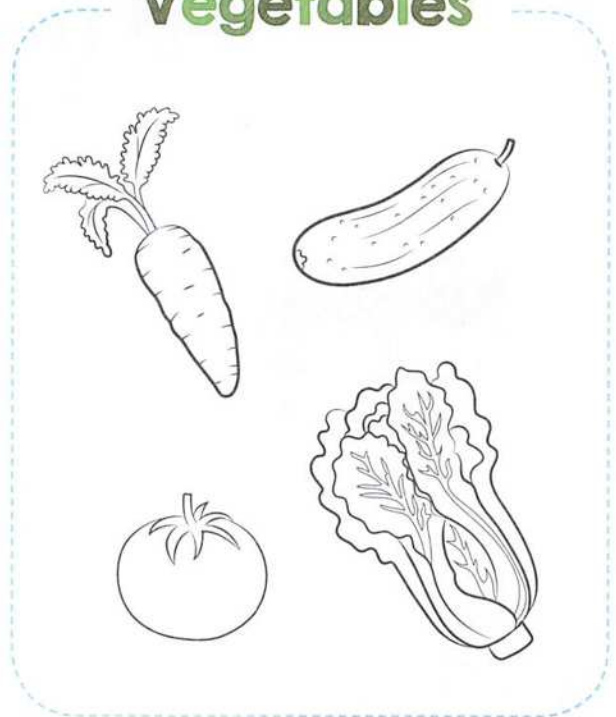
# Fruits and Vegetables

**Activity 1** Color the fruits and vegetables you like their tastes.

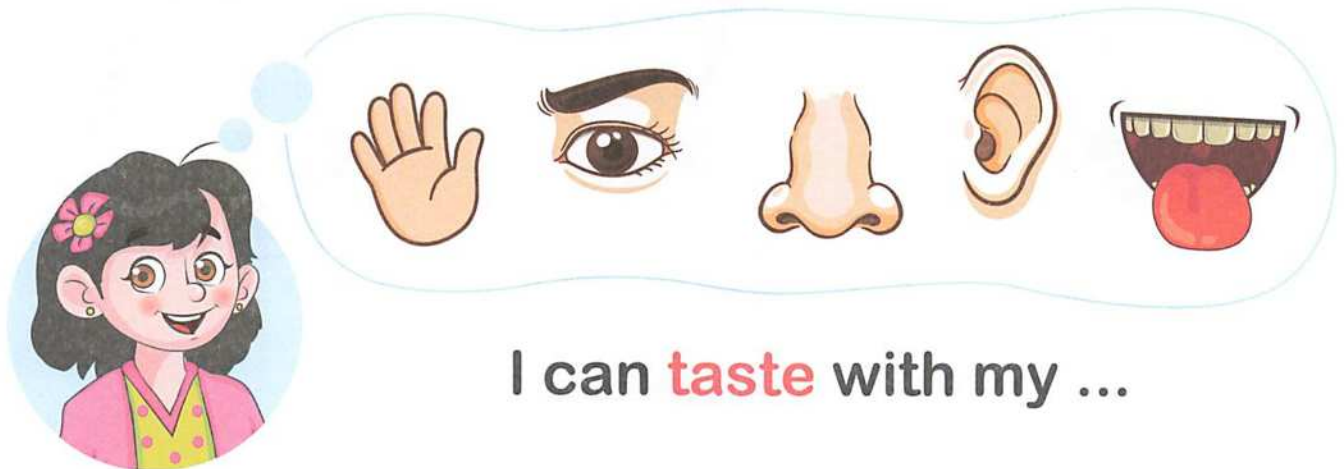
## Fruits



## Vegetables



**Activity 2** Circle the right organ.



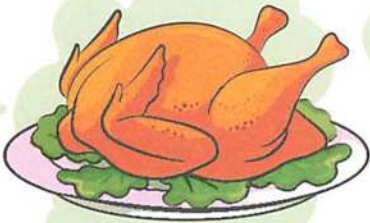
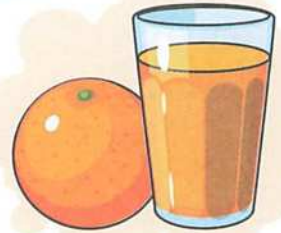
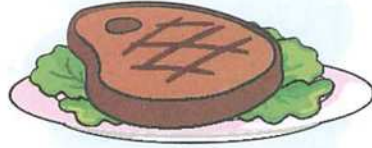
- Let your child color the fruits and vegetables he/she likes in suitable colors.
- Let your child mention other examples of his/her favorite fruits and vegetables.
- Read to your child, the sentence "I can taste with my .....", then let him/her circle the right figure and repeat the word "tongue".
- **Integration of subjects** : Art (coloring) - Science (sense organs) - English (repeating some words) Economics and applied sciences (nutrition and food science).
- **Life skills** : Creativity – Self-expression – observation.



# My Favorite Food



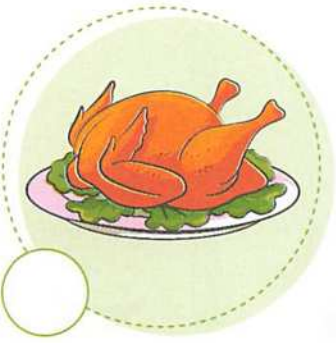
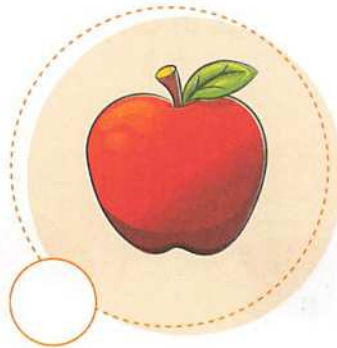
**Activity 1** Circle your favorite foods .



## Notes for parents

- Let your child circle his/her favorite foods.
- Discuss the healthy and the unhealthy foods with your child.
- Help your child to repeat some names of foods in the picture (chicken, cake, meat, juice, fish, fruits).
- **Integration of subjects** : English (repeating some words) - Science (healthy and unhealthy foods) - Economic and applied sciences (nutrition and food science).
- **Life skills** : Self-expression – Observing.

**Activity 2** Put  beside the objects that you can smell.



**Activity 3** Circle the right organ.



I can **smell** with my ...

- Help your child to know that some objects don't have smell.
- Read to your child, the sentence "I can smell with my ....." , then let him/her circle the right figure and repeat the word "nose".
- **Integration of subjects** : English (repeating some words) - Science (sense organs).
- **Life skills** : Critical thinking – Observing – Self-expression.

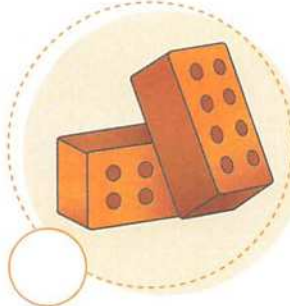
# I Can Touch



**Activity 1** Circle the **hot** things in **orange** and **cold** things in **green**.



**Activity 2** Put  beside the soft things.



**Activity 3** Circle the right organ.



I can **touch** with my ...

## Notes for parents

- Discuss with your child some other things which are hot, cold, soft or rough.
- Let your child repeat the words "orange" and "green".
- Read to your child, the sentence "I can touch with my ....." then let him/her circle the right figure and repeat the word "hand".
- **Integration of subjects** : English (repeating some words) - Science (sense organs) - Art (coloring).
- **Life skills** : Self-expression – Differentiation – Observing.

# Hearing Sounds



**Activity 1** Put  beside the things that can make sounds in the following picture.




**Activity 2** Circle the right organ.



I can **hear** with my ...

- Discuss with your child that some things have sounds, while other things don't have.
- Read to your child, the sentence "I can hear with my ....." then let him/her circle the right figure and repeat the word "ear".
- **Integration of subjects** : Science (sense organs) - English (repeat some words).
- **Life skills** : Differentiation – Self-expression.

**Activity 3** Put  at the sense you can use to recognize the following objects.

	See 	Hear 	smell 	taste 	touch 
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**Notes for parents**

- Discuss with your child how can he/she use many senses to recognize other objects.
- Let your child repeat the following words : see,hear, smell, taste, touch.
- **Integration of subjects** : Science (senses) - English (repeat) - Economics and applied sciences (nutrition and food science).
- **Life skills** : Observation - Critical thinking.

# I have learned that

★ I have five senses .



I can **hear** with my **ear**



I can **smell** with my **nose**



I can **touch** with my **hand**



I can **taste** with my **tongue**



I can **see** with my **eye**



# We Are Similar

**Activity 1** Complete the table as shown.

					
		✓		✓	
					✗

**Activity 2** Circle the taller in red and the shorter in green.



**Notes for parents**

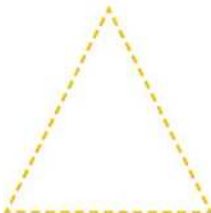
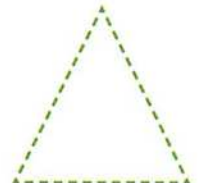
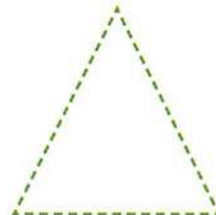
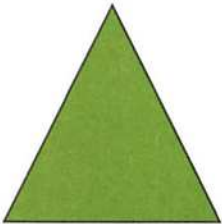
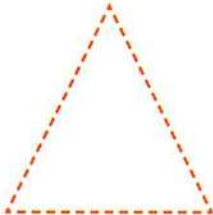
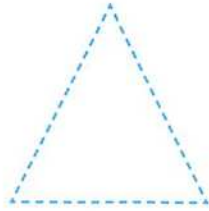
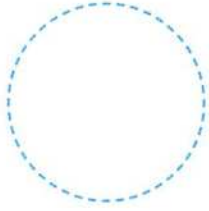
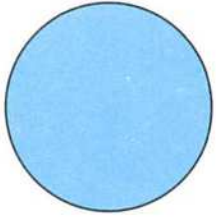
- Help your child to put (✓) or (✗) in the table to know the similarities and differences between pictures.
- Let your child circle the tall person in red and the short one in green.
- Let your child repeat the words : same - different - long - short.
- **Integration of subjects** : Social studies (accept and respect differences of others)- Science (similarities and differences between humans).
- **Life skills** : Observing – Critical thinking – Respect others.



# I See Shapes



**Activity** Color the shapes that match the first one in each row with the same color.



- In each row, let your child color the similar shapes that match the first one using its same color.
- Help your child to count the similar shapes in each row.
- **Integration of subjects** : Math (geometric shapes and counting) - Art (coloring).
- **Life skills** : Observing – Set clear goals.



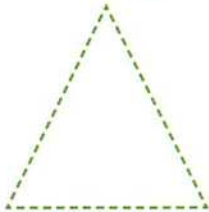
# Make a Shape

**Activity** Color , trace , then draw.

## Triangle



Color



Trace

Draw

## Square



Color



Trace

Draw

## Rectangle



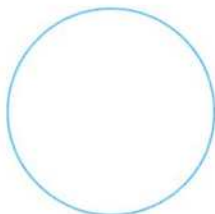
Color



Trace

Draw

## Circle



Color



Trace

Draw

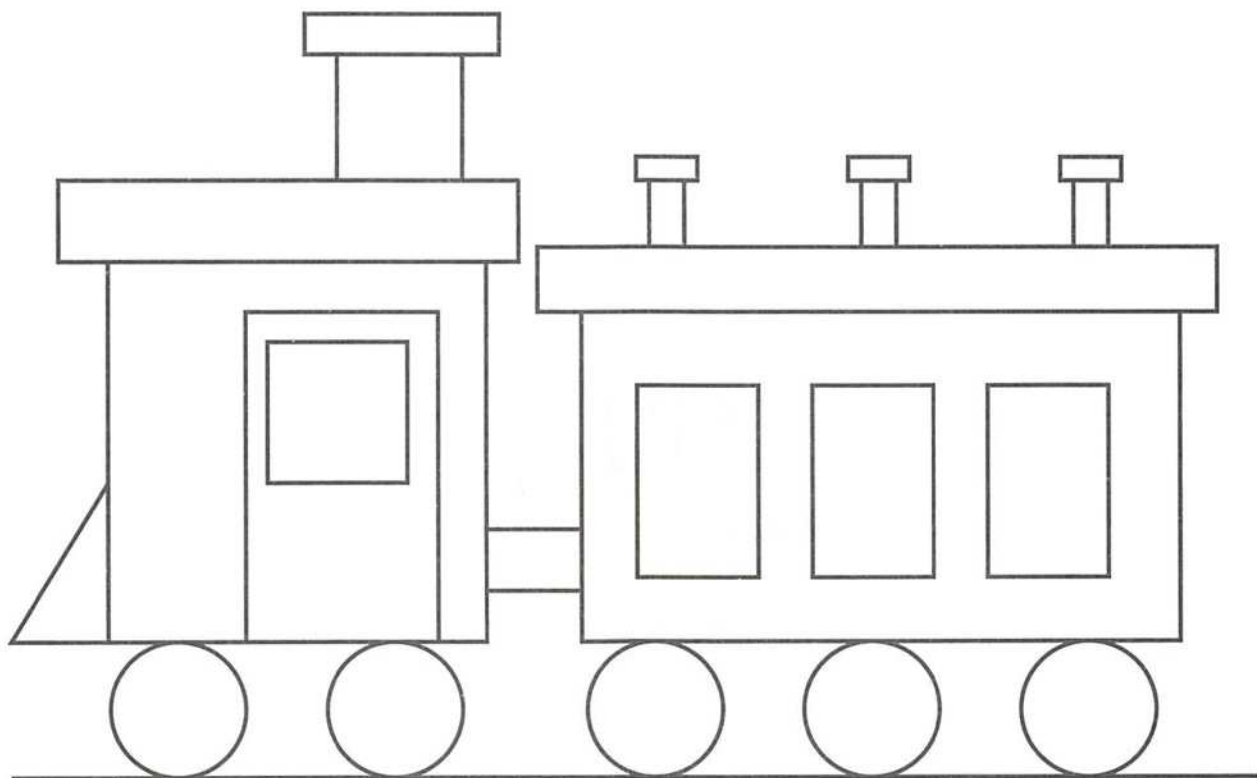
### Notes for parents

- In each group, let your child color the shape, then trace it and finally let him/her draw the shape by him/herself.
- Let your child repeat the words : "Triangle - Square - Rectangle - Circle"
- **Integration of subjects** : Math (geometric shapes) - Art (coloring and drawing).
- **Life skills** : Creativity - Critical thinking.

# My Favorite Toy

**Activity** Color the toy train, using the color code.

## My Toy Train



### Color code



Red



Blue



Yellow



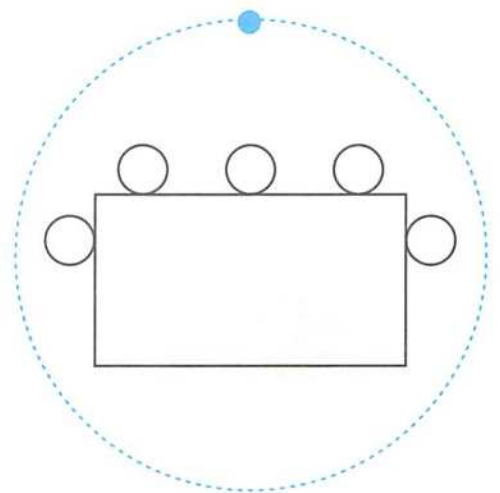
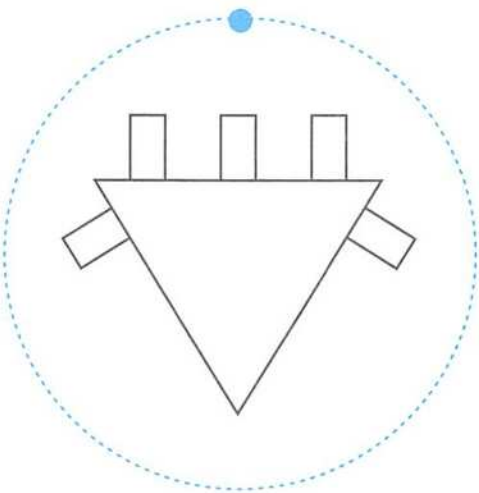
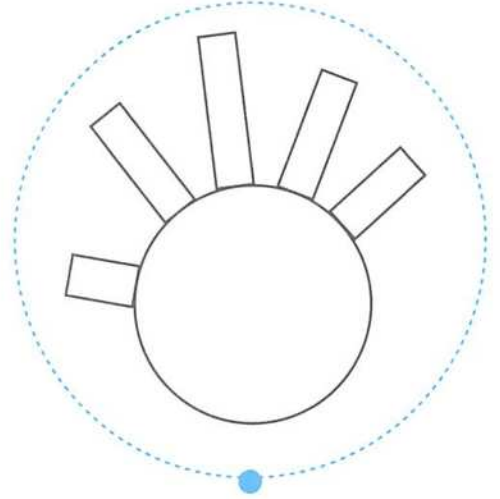
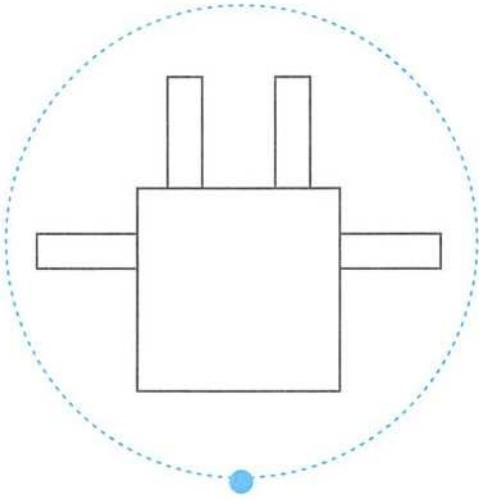
Green

- Help your child to color the picture using the shown color code.
- Let your child observe some of his/her toys and match them to the right geometric shapes.
- **Integration of subjects** : Math (geometric shapes) - Art (coloring).
- **Life skills** : Observing - Creativity.



# My Hand Shape

**Activity** Match the figure of the hand with the suitable geometric shape and color it.



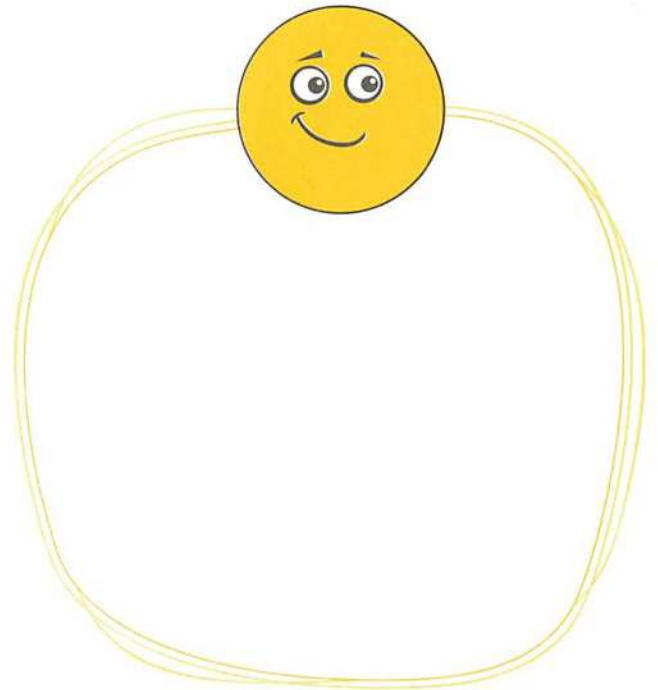
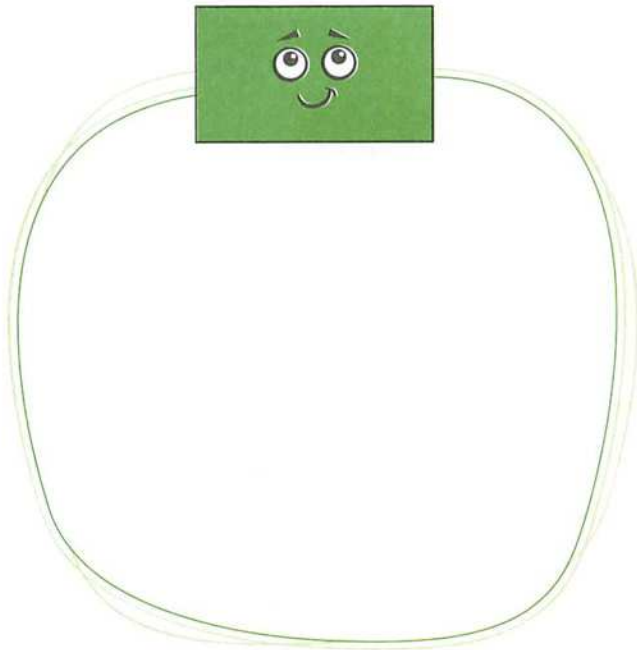
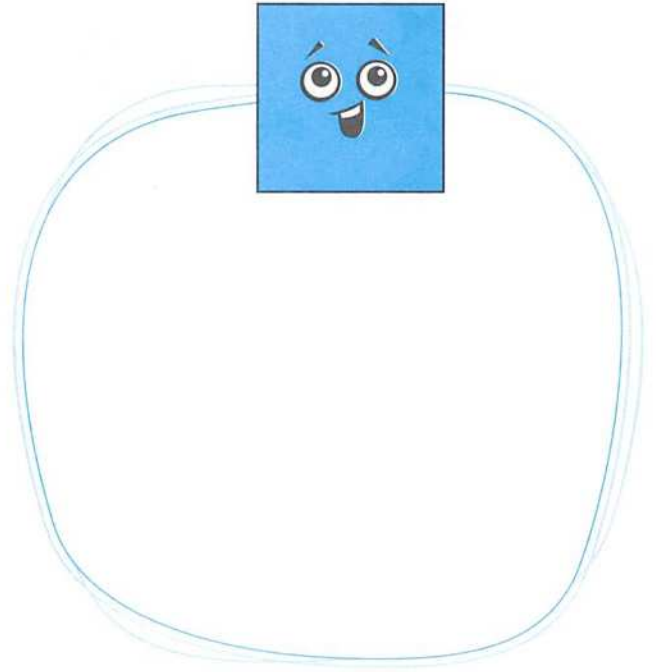
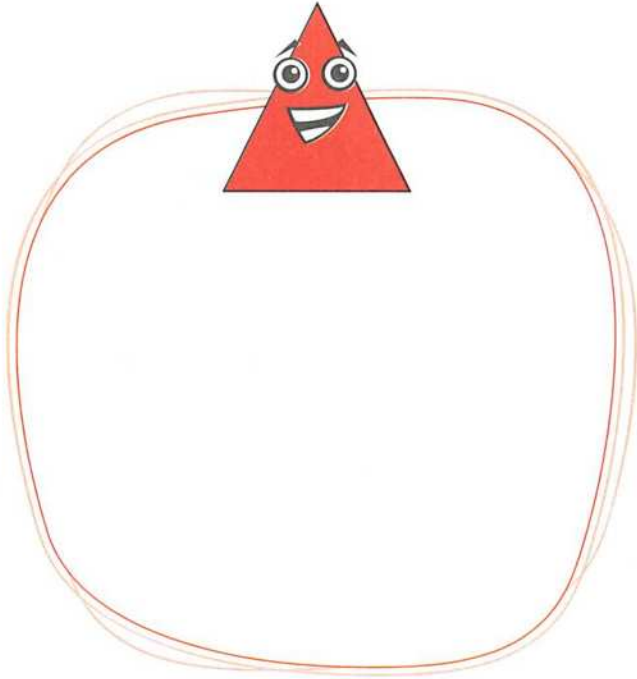
## Notes for parents

- Discuss with your child some other body parts and the geometric shapes that are suitable for them such as face, leg, arm, neck ... etc.
- **Integration of subjects** : Math (geometric shapes) - Art (coloring) – Science (body parts).
- **Life skills** : Critical thinking - Problem solving.



# My Favorite Things

**Activity** Stick or draw some photos of your favorite things that look like the shown geometric shape.



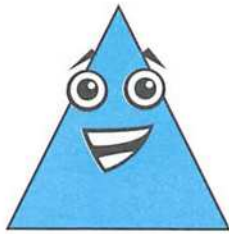
- Help your child to draw or stick some photos from magazines of his favorite things (toys, foods, clothes ... etc.) which look like each of the geometric shapes.
- **Integration of subjects** : Math (geometric shapes) - Art (drawing and sticking photos).
- **Life skills** : Set clear goals - Critical thinking - Problem solving.

# I have learned that

★ People have similarities and have differences .



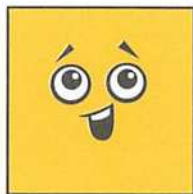
★ Geometric shaps :



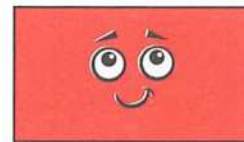
**Triangle**



**Circle**

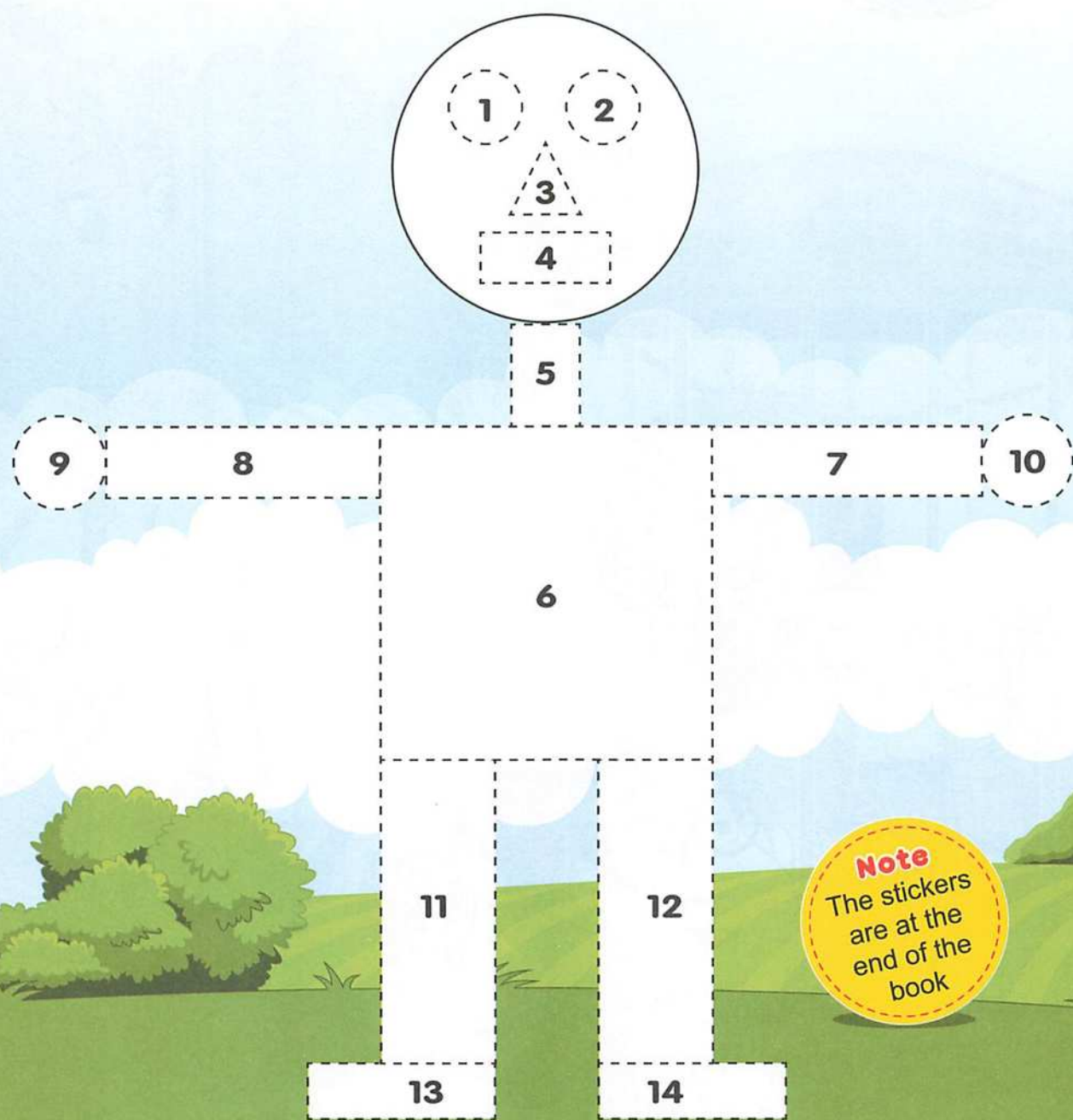


**Square**



**Rectangle**

## MY geometric self-portrait



**Note**  
The stickers  
are at the  
end of the  
book

- Help your child to stick the stickers in their right positions according to the written numbers.
- Let your child draw his/her hair, then share his/her picture with the family members.

Chapter

2

# Mommy's and Daddy's





## Learning outcomes

By the end of this chapter, your child will be able to :

- Identify the members of the family.
- Compare his/her family to a family in a storybook.
- Describe how parents help in the family.
- Observe baby animals and match them to their parents.
- Compare the parent to a baby animal.
- Compare him/herself to a baby animal, identifying similarities and differences.
- Describe changes in appearance and action through different stages of life : babies, children, adults, grandparents .
- Build connections between life stages of humans, animals and plants.
- Creat 2 puppets to represent parent and offspring.
- Use puppets to compare and contrast the role of children and adults in a family.



## Key vocabulary

- Adult
- Family
- Same
- Puppet
- Baby
- Offspring
- Different
- Child
- Stages of life
- Role
- Grandparent
- Life cycle
- Responsibilities



# My Family

**Activity** Color the pictures, then circle the pictures of the people who live in your home.



Grandfather



Grandmother

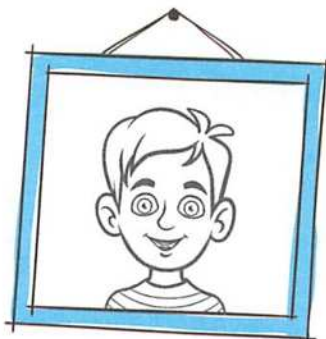


Father

## My Family



Mother



Brother



Sister

### Notes for parents

- Let your child repeat the words : "Grandfather - Grandmother - Father - Mother - Brother - Sister".
- **Integration of subjects** : Social studies (family members) - Art (coloring) - English (repeating some words).
- **Life skills** : Creativity - Self-expression - Realize relationships.







# Children And Adults

**Activity 1** Circle the children in **red** color and the adults in **blue** color.



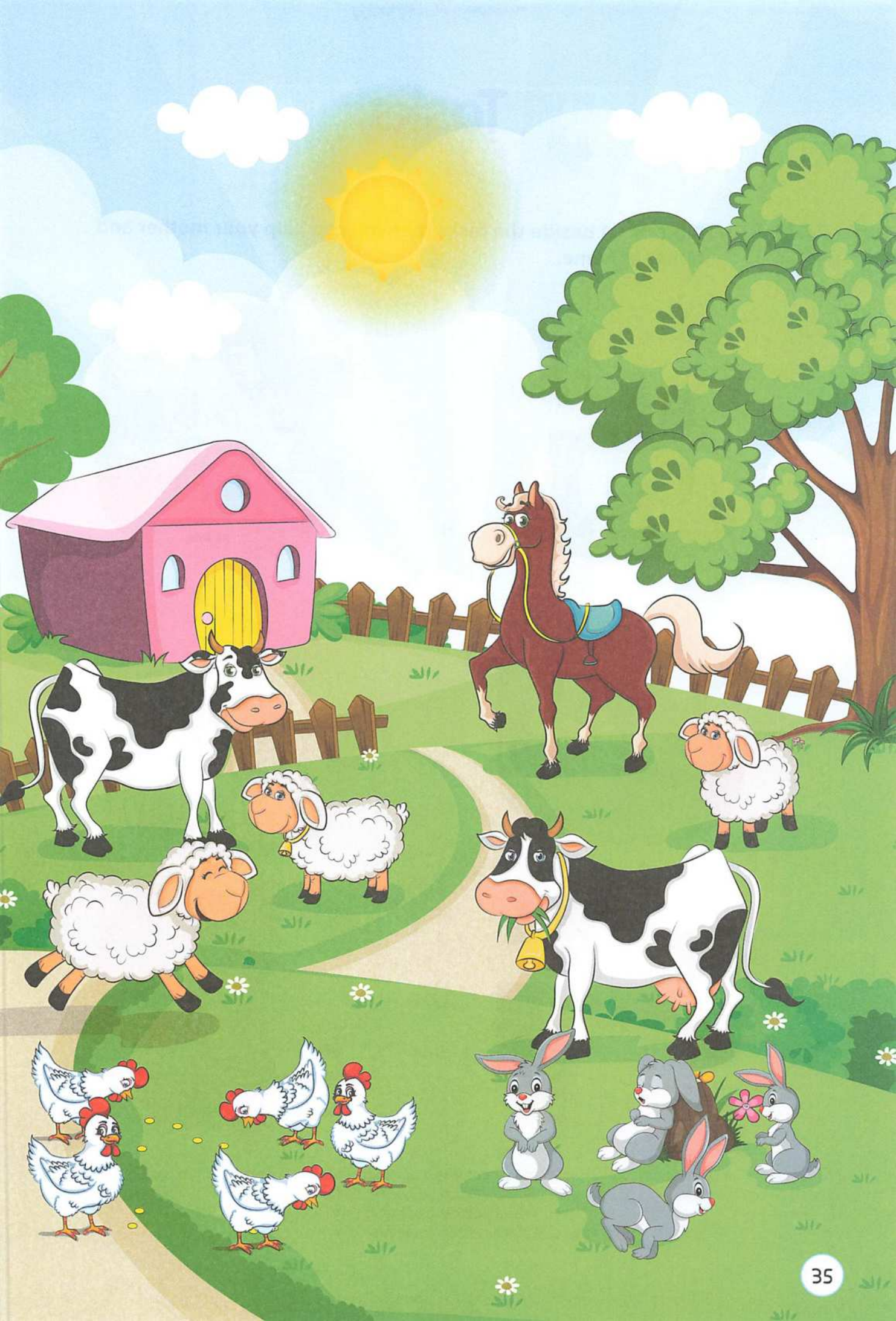
- Help your child to count the number of children and the number of adults.
- Let your child repeat the words : "children - adults).
- **Integration of subjects** : Math (Counting numbers) - English (repeat some words) - Economics and applied sciences (family).
- **Life skills** : Observing - Critical thinking - Communication.

**Activity 2** Color one box for each animal you see on the opposite page using the color codes below.

5					
4					
3					
2					
1	 	 	 	 	 

**Notes for parents**

- Help your child to count each type of animals on the opposite page and use the color codes shown to make a simple graph.
- **Integration of subjects** : Math (counting to 5) - Art (coloring).
- **Life skills** : Observing - Set clear goals.



# Tasks



**Activity** Put ( ✓ ) beside the tasks that you can help your mother and father at home.



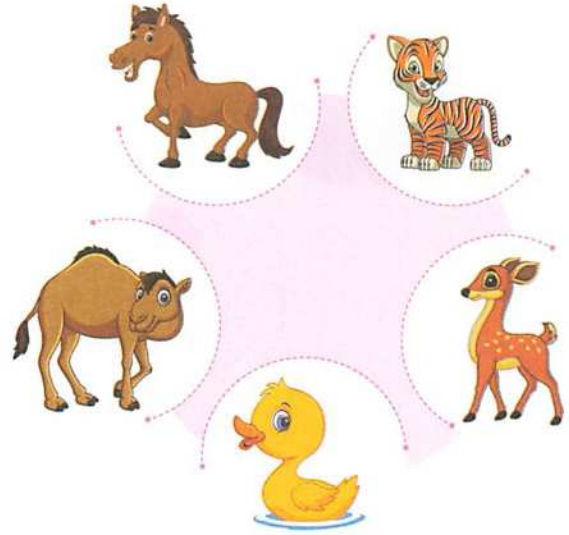
## Notes for parents

- Discuss with your child, some other tasks that he/she can do at home by him/herself.
- **Integration of subjects** : Social studies (importance of family) - Economic and applied science (childhood development).
- **Life skills** : Help others - Good time management.



# Baby And Adult Animals

**Activity 1** Trace the letters (A) and (B) , then write them by yourself.



A dult

dult

dult

B aby

aby

aby

- Let your child trace the letters, then let him/her write them twice by him/herself.
- Help your child to count the adult animals and also the baby animals.
- **Integration of subjects** : English (writing letters) - Math (counting)
- **Life skills** : Observing - Critical thinking.

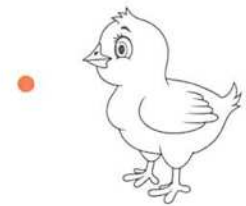
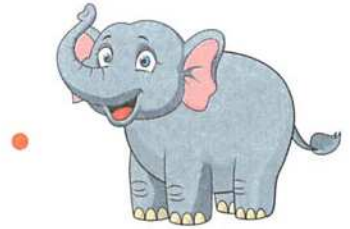
**Activity 2** Match each adult animal to its baby animal, then color the uncolored pictures.



**Adults**



**Babies**

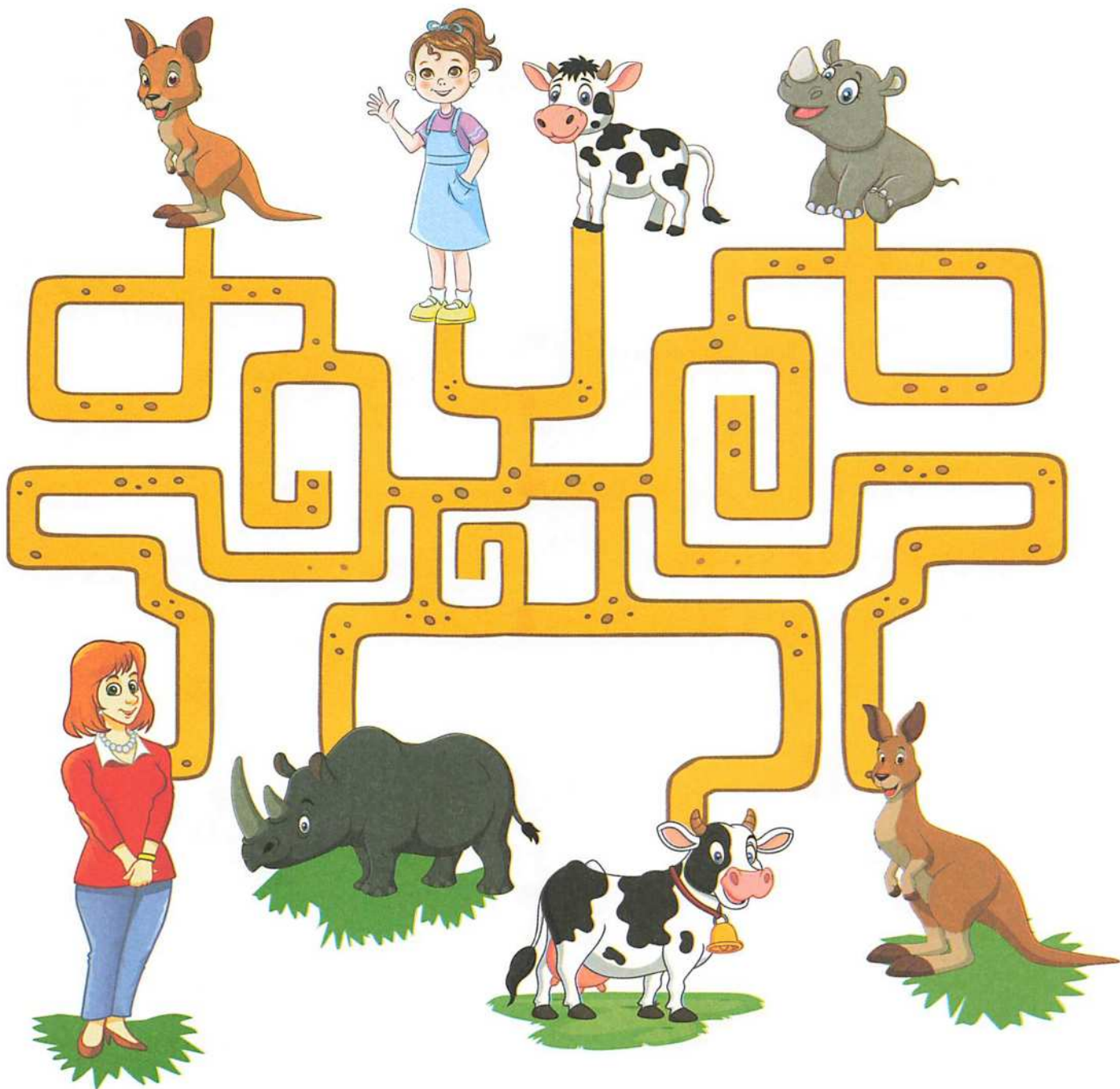


**Notes for parents**

- **Discuss with your child :**
  - the similarities between baby animals and their parents (legs, tails , color ... etc.)
  - the differences between baby animals and their parents (big, small, short ... etc.)
- **Integration of subjects :** Science (adults and babies) - Art (coloring).
- **Life skills :** Critical thinking - Creativity - Observation.

# Mommy and Me

**Activity** Help each baby to reach his mommy.



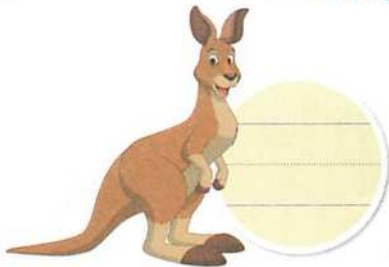
- Discuss with your child that animals and humans change as they grow, then let him/her tell you about some differences between adults and babies.
- **Integration of subjects** : Science (adults and babies) - Economics and applied science (childhood development).
- **Life skills** : Observing - Set clear goals - Critical thinking.



# Let's Count



**Activity** Count and write the number of each kind of animals in the following picture.



## Notes for parents

- Help your child count each kind of animals , then write its number.
- Discuss with your child the way of movement of each animal in the picture.
- **Integration of subjects** : Math (counting and writing numbers) - Science (ways of movement of animals).
- **Life skills** : Observing - Critical thinking.

# I have learned that

## ★ My family



Grandmother



Grandfather



Father



Mother

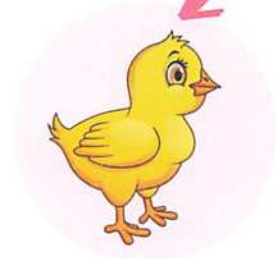


Brother



Sister

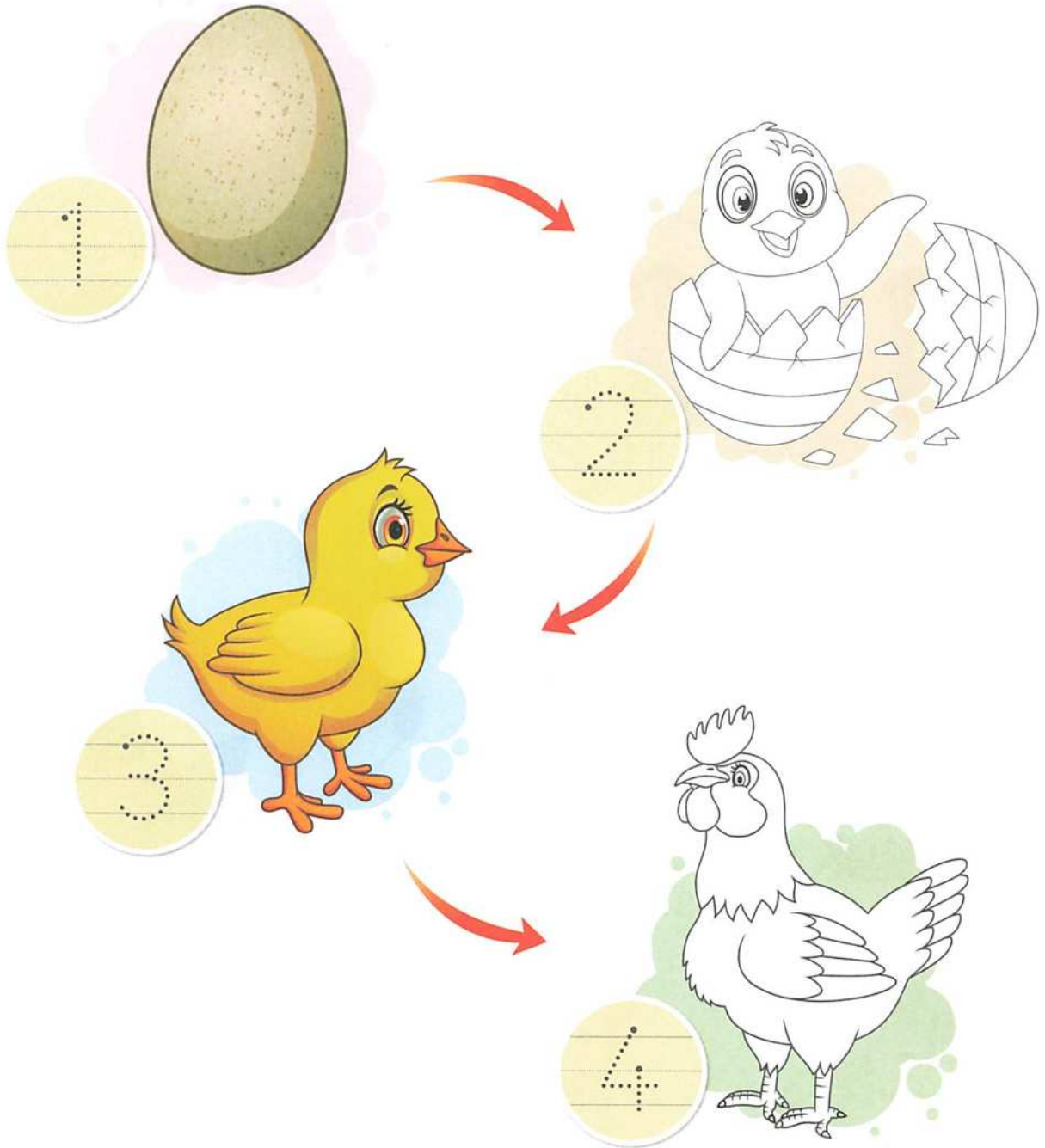
## ★ Adults and babies.



# Growing and Changing



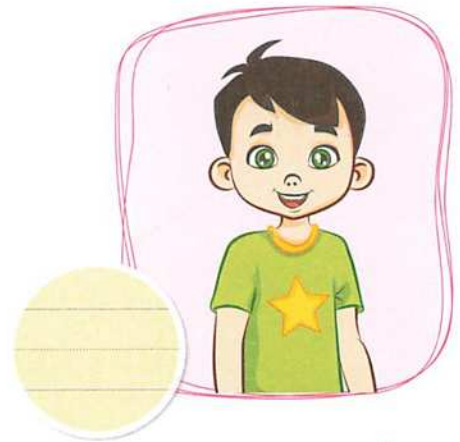
**Activity 1** Color the pictures and trace the numbers.



## Notes for parents

- Let your child color the pictures, then trace the numbers that shows the life stages of the chicken.
- Discuss with your child that all animals grow up during their life stages.
- **Integration of subjects** : Science (life stages of chicken) - Math (tracing numbers) - Art (coloring)
- **Life skills** : Observing - Creativity - Critical thinking.

**Activity 2** Write the numbers ( 1, 2, 3, 4, 5 ) beside the pictures.



- Let your child write the numbers beside the pictures to show the life stages of human.
- Discuss with your child that also a human grows up during the life stages.
- **Integration of subjects** : Science (human life cycle) - Math (writing numbers).
- **Life skills** : Observing - Critical thinking - Good listening.

# Plants



**Activity** Match each life stage to the correct number.

1

2

3

4



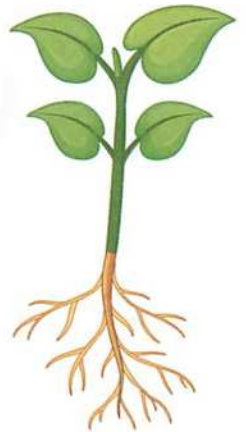
Flower



Sprout



Seed



Leaves

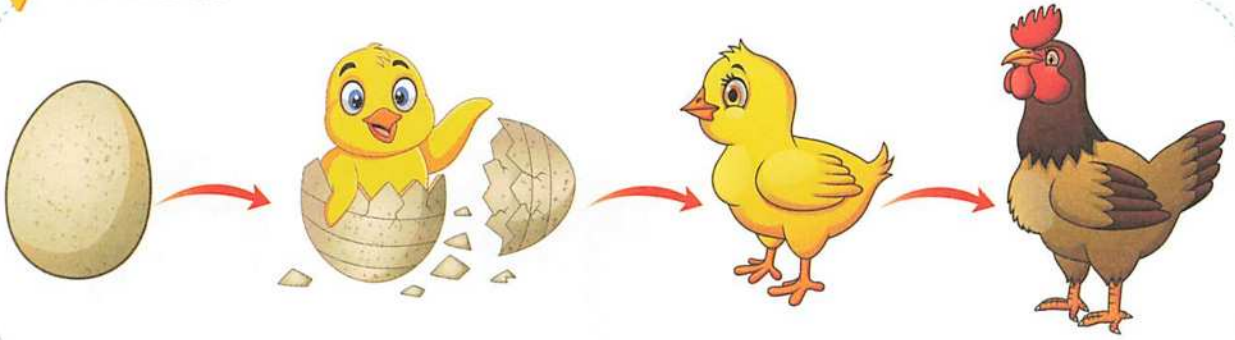
## Notes for parents

- Let your child match each picture to the correct number to show the plant life stages.
- Discuss with your child that also the plants grow up during their life stages.
- Let your child repeat the words : "seed - sprout - plant - flower".
- **Integration of subjects** : Science (plant life stages) - Math (counting numbers) - English (repeat some words)
- **Life skills** : Critical thinking - Observing - Good listening.

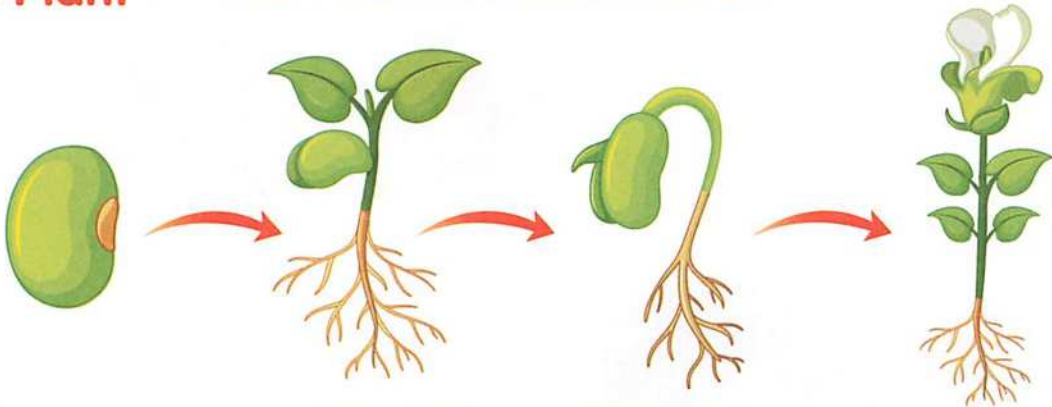
# I have learned that

Animals, plants and human grow up and change.

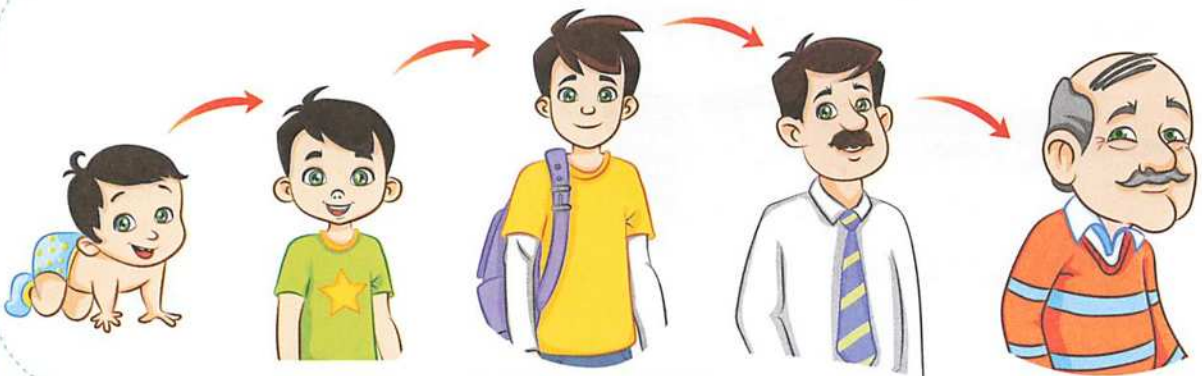
## ★ Animal



## ★ Plant



## ★ Human



# PROJECT

## My Puppets.

Use the separate gifts of puppets and follow the instructions below.

1

Press out the two puppets of the “child puppet”.



2

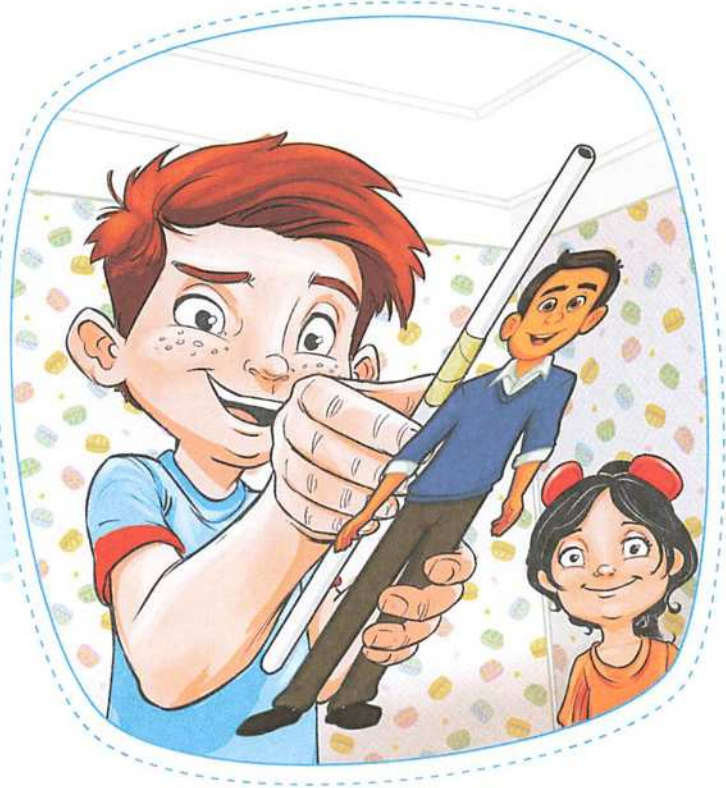
Press out the “father puppet” and the “mother puppet”



### Notes for parents

- Help your child to make the puppets and make a puppet show.
- Let your child hold the “Child puppet” and let him/her tell you about tasks he/she can help in at home.
- Let your child hold the “Father puppet” or the “mother puppet” and let him/her tell you about the similarities and differences between adults and babies. Notice that he/she must change his/her voice to a low pitched sound.

**3**  
Stick each  
puppet to a  
straw.



**4**  
Use the puppets with  
your family members to  
make a puppet show.



Chapter

3

# My School





## Learning outcomes

By the end of this chapter, your child will be able to :

- Describe the locations as near, far, in front of and behind.
- Describe shapes they see around the school.
- Observe items and areas of their classroom.
- Count objects in the classroom up to five.
- Illustrate using basic shapes and texture rubbing.
- Use shapes to illustrate objects in the classroom.
- Classify the objects by shape, color and other attributes.
- Count sets of circles, squares, rectangles and triangles.
- Illustrate the library and activities that take place in the library.
- Identify workers in the school who help the community.
- Analyze the role of adults in the school, how they perform tasks and what tools are needed while at school .
- Illustrate what tasks your child might like to have in the future.
- Illustrate a model of the classroom, correctly drawing the location of items in it.



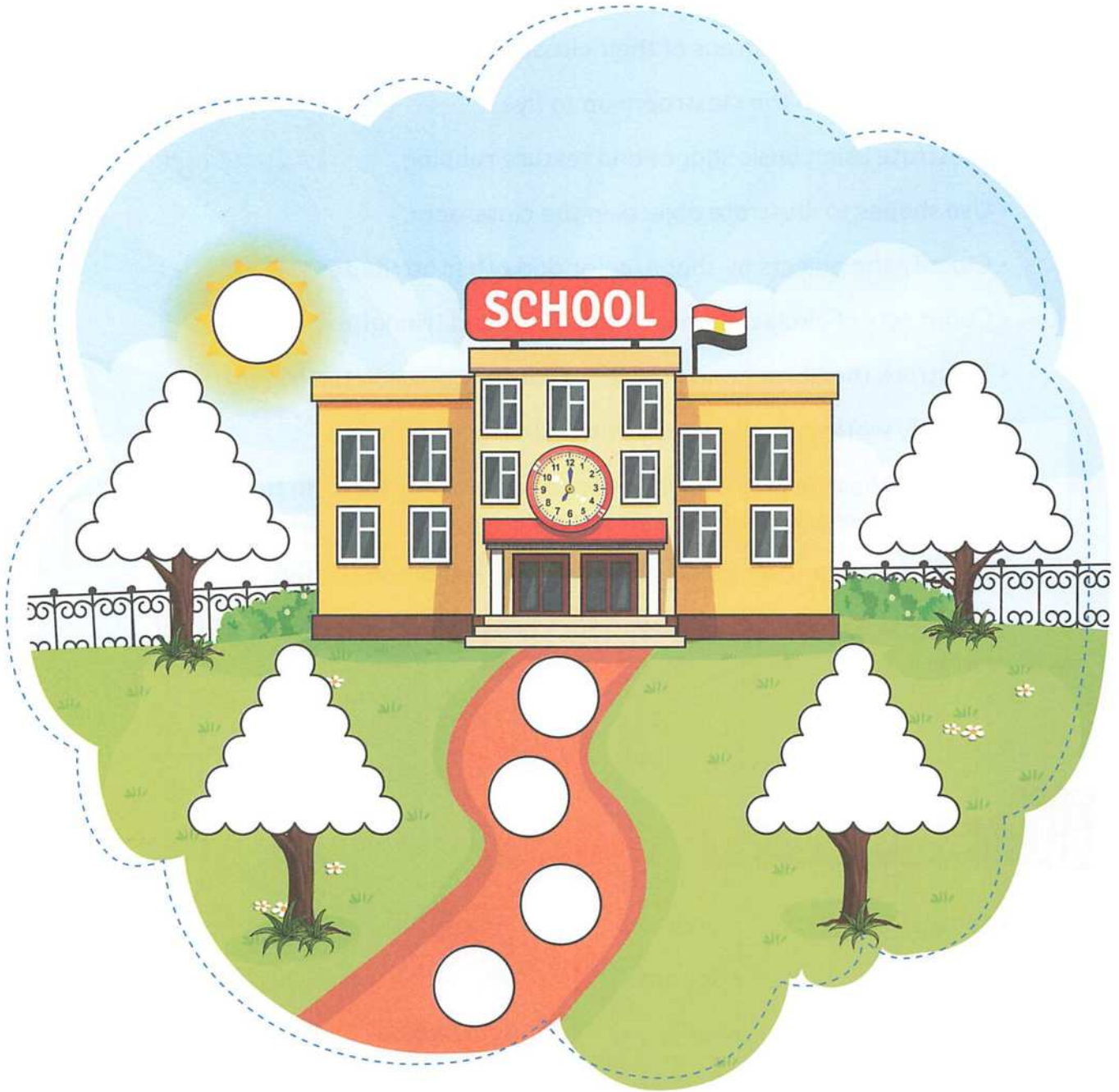
## Key vocabulary

- |            |          |               |             |
|------------|----------|---------------|-------------|
| • Senses   | • Hear   | • Observe     | • Classify  |
| • Shape    | • Square | • Circle      | • Rectangle |
| • Triangle | • Far    | • In front of | • Tools     |
| • Up       | • Behind | • Near        | • Down      |
| • Texture  | • Job    | • Library     | • Librarian |

# Shapes in School



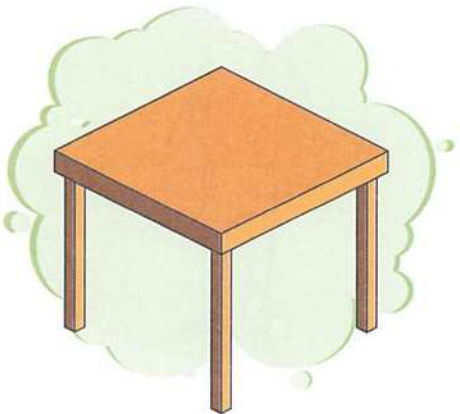
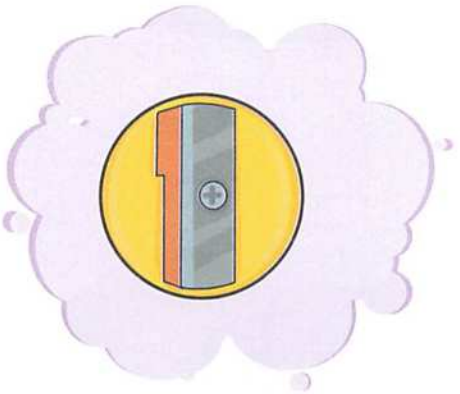
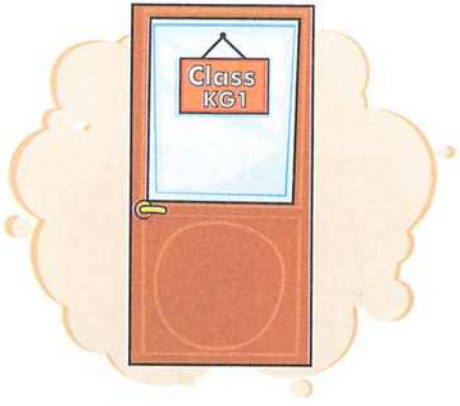
**Activity 1** Color  $\triangle$  shapes in green and  $\bigcirc$  shapes in yellow.



## Notes for parents

- Let your child color the trees that have triangular shapes in green, then count them.
- Let your child color the circles on the road and the Sun that have circular shapes in yellow, then count all these circles.
- **Integration of subjects** : Math (geometric shapes and counting) - Art (coloring).
- **Life skills** : Observing - Set clear goals - Critical thinking.

**Activity 2** Circle the  things in a **red** color and  things in a **blue** color.



- Let your child count the things that have rectangle shapes, then count the things that have square shapes after choosing them.
- Help your child to find out other things in his/her room that have rectangle or square shapes.
- **Integration of subjects** : Math (geometric shapes and counting) - Art (using colors).
- **Life skills** : Differentiate between similarities and differences - Observing.

**Activity 3** Color the circle beside each picture in **green** for **near** and in **red** for **far**.



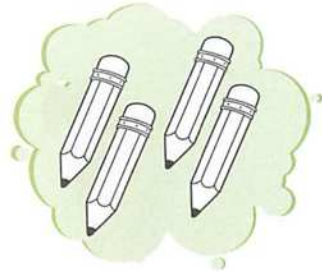
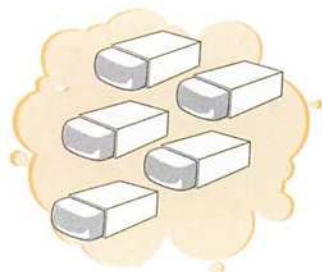
**Notes for parents**

- Let your child color the circle beside each picture, using the green color for the near objects and the red color for the far objects.
- Discuss with your child other examples for near and far objects.
- Let your child repeat the words "near - far".
- **Integration of subjects** : Science (space and time relations) - English (reading new words).
- **Life skills** : Differentiation - Observing.



# Objects in My Classroom

**Activity 1** Match and color.



- Let your child count and match each group of objects to the right number, then let him/her color these objects .
- **Integration of subjects** : Math (counting) - Art (coloring).
- **Life skills** : Creativity - Set clear goals.

**Activity 2** Draw  around what is **up** on the .



**Activity 3** Draw  around what is **down** the .



**Activity 4** Draw  around who is **behind** the   
 Draw  around who is **in front of** .



**Notes for parents**

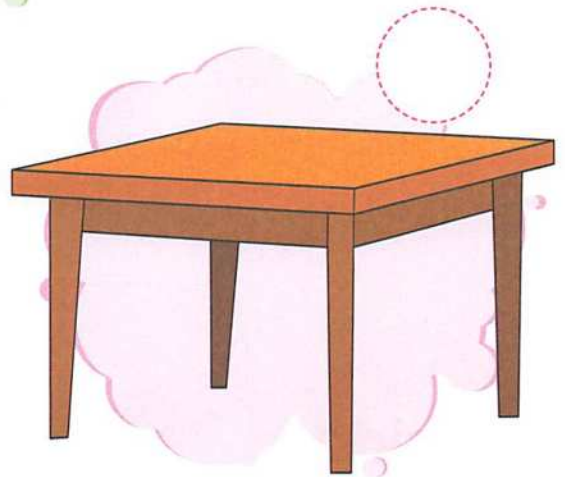
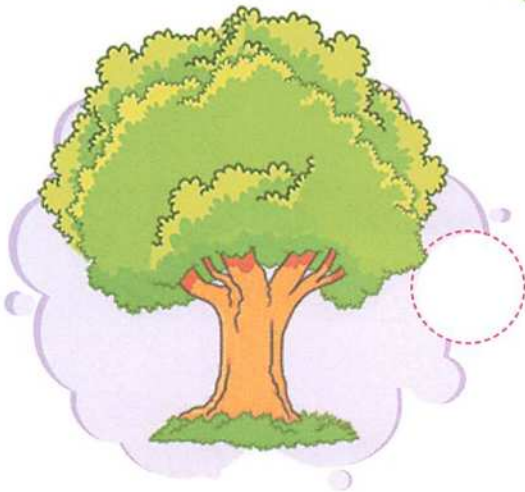
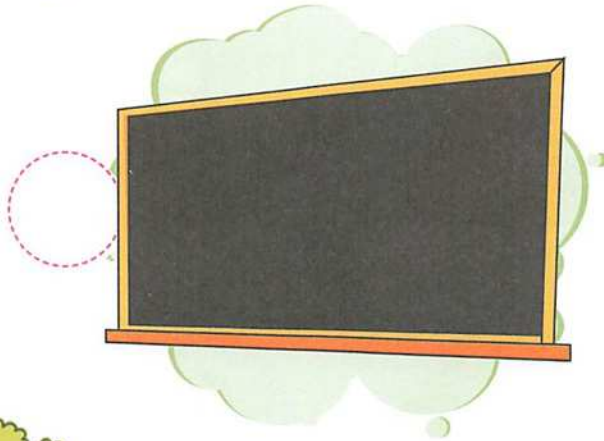
- Discuss with your child other examples that show the meaning of “up, down, behind and in front of”, and let him/her repeat these previous four words.
- **Integration of subjects** : Science (space and time relations) – Math (geometric shapes) - Art ( drawing) - English (repeating some words).
- **Life skills** : Observing - Differentiation - set clear goals.

# Outside My Classroom



## Activity

Color the circles beside the things that are found **outside** your classroom in **green** and the circles beside the things **inside** your classroom in **red**.



- Help your child to mention other things that he/she can observe outside the classroom.
- **Integration of subjects** : Art (coloring) - Science (outside & inside).
- **Life skills** : Observing - Differentiation - Self expression.



# I have learned that

★ Space and time relations are :

Near



Far



Up



Down



In front of



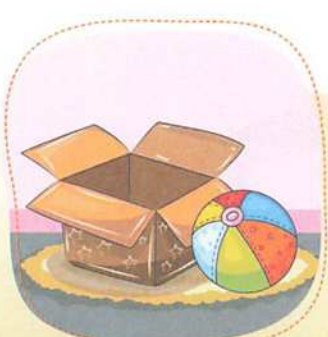
Behind



Inside



Outside



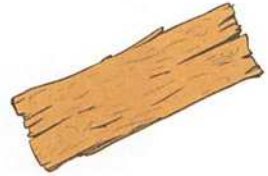
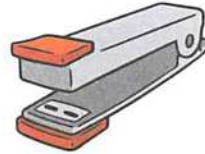
# Texture Rubbing



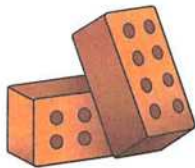
**Activity 1** Circle the **soft** things only.



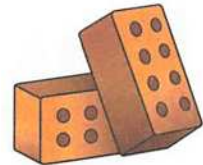
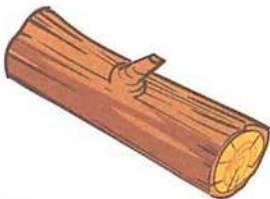
**Activity 2** Circle the **hard** things only.



**Activity 3** Circle the **smooth** things only.



**Activity 4** Circle the **rough** things only.

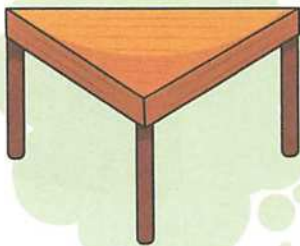


- Discuss with your child different feelings of some objects.
- Let your child repeat the following words : hard, soft, smooth, rough.
- **Integration of subjects** : Science (sense of touch) - English (repeat some words).
- **Life skills** : Critical thinking - Observing - collecting data .

# Shapes in My Room



**Activity** Match each picture to the suitable geometric shape.



## Notes for parents

- Let your child mention other objects in his/her room and match them to the suitable geometric shapes.
- Let your child repeat the following words : circle, triangle, rectangle, square.
- **Integration of subjects** : Math (geometric shapes) - English (repeat some words).
- **Life skills** : Observing - Differentiation - Collecting data.

# Shapes Sort



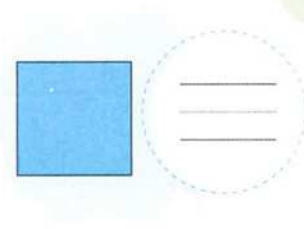
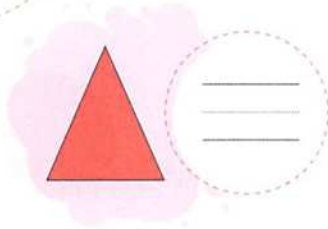
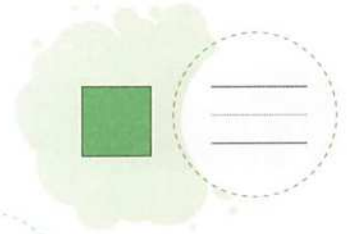
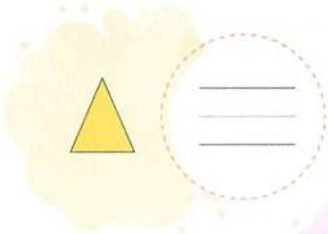
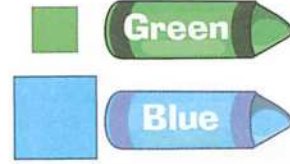
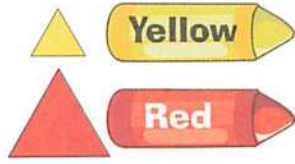
**Activity 1** Count and write the numbers of ▲, ●, ■, ▭

Count and write the numbers of shapes in the box:

- Rectangle: \_\_\_\_\_
- Triangle: \_\_\_\_\_
- Square: \_\_\_\_\_
- Circle: \_\_\_\_\_

- Help your child to classify the different things according to their shapes.
- Let your child repeat the words : rectangle, triangle, square and circle.
- **Integration of subjects** : Math (counting and geometric shapes) - English (repeat some words).
- **Life skills** : Critical thinking - Problem solving - Classifying.

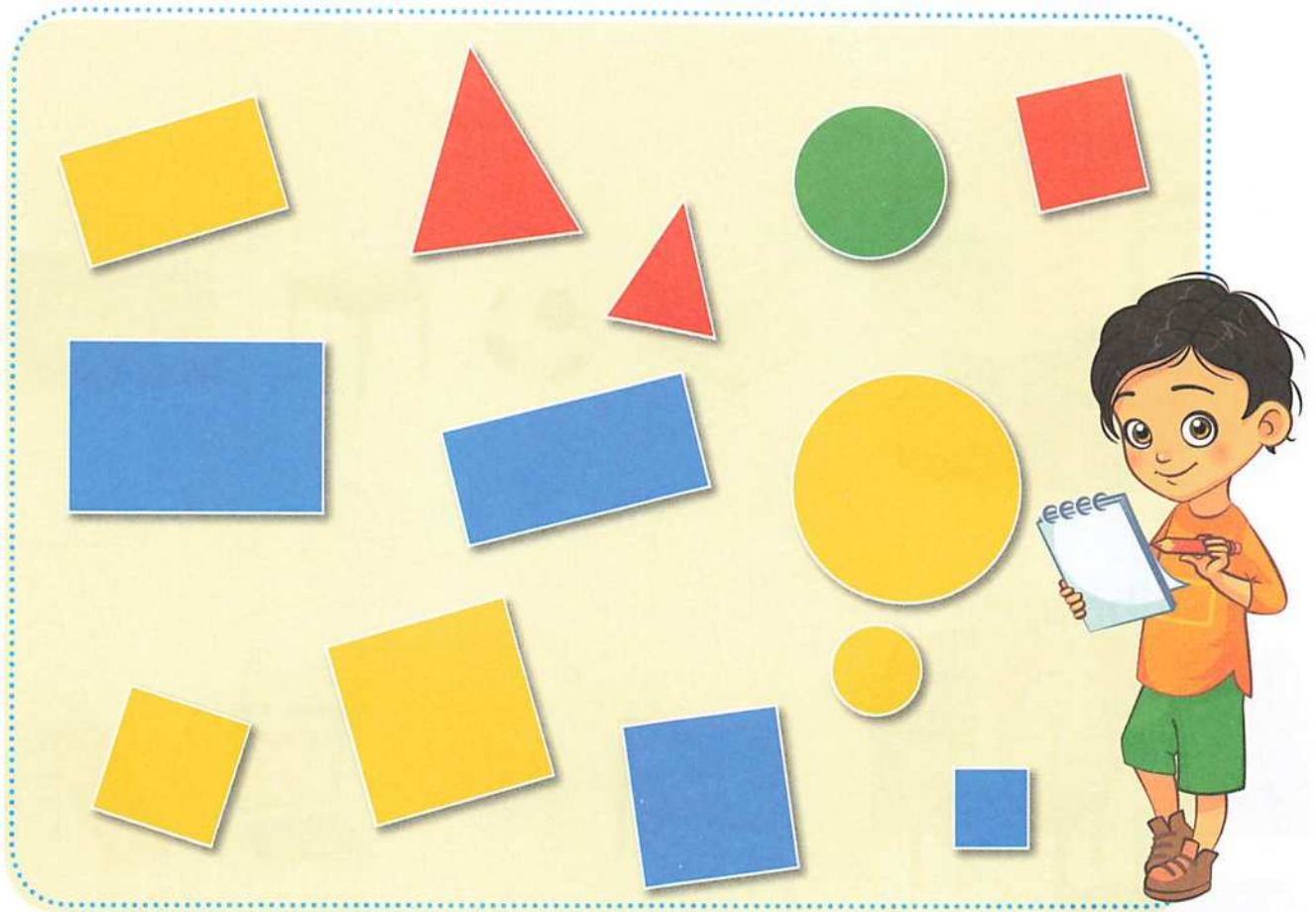
**Activity 2** Color the shapes using the color codes, then count each of them and write its number.





**Notes for parents**


- Help your child to classify different things according to their sizes.
- **Integration of subjects** : Math (counting and geometric shapes) - Art (coloring).
- **Life skills** : Problem solving - Critical thinking - Classifying - Observing.


**Activity 3** Count the shapes that have the same color and write their number.



**Yellow** 

**Green** 

**Red** 

**Blue** 

- Help your child to classify different things according to their colors.
- Let your child repeat the following words : yellow, green, red and blue.
- **Integration of subjects** : English (repeat some words) - Math (counting and geometric shapes).
- **Life skills** : Problem solving - Critical thinking - Classifying - Observing.

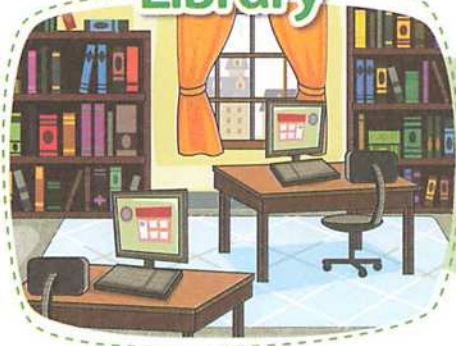
# Places at School

**Activity** Circle what you can find in each place at your school.

## Classroom



## Library



## School park



### Notes for parents

- Discuss with your child his/her favorite place at school.
- Let your child repeat the words : classroom, library and school park.
- **Integration of subjects** : English (repeat some words) - Speaking and listening (describe places).
- **Life skills** : Observing - Good listening - Self-expression - Differentiation.



# In the Library

**Activity** Trace the letters, then color the picture.

SCHOOL LIBRARY



- Tell your child about the importance of the school library in getting information through reading books and using computers.
- **Integration of subjects** : English (tracing letters) - Art (coloring).
- **Life skills** : Collecting data - Good listening - Exchanging information.



# In My Classroom

**Activity** Count each item in the picture, then write its number below.



**Teacher**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Girls**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Tables**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Boys**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Books**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_




**Notes for parents**

- Let your child observe the picture to count each item then write its number.
- Let your child repeat the following words : teacher, girls, boys, books and tables.
- **Integration of subjects** : Math (counting and writing numbers) - English (repeating some words).
- **Life skills** : Observing - Good listening.

# Jobs and Tools

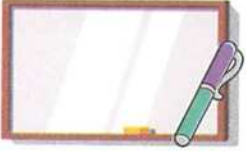

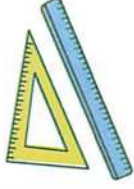
**Activity** Stick each worker beside the tools he/she uses in each group.

**Cleaner**

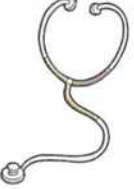


Stick here

**Teacher**




Stick here

**School doctor**

Stick here

**Secretary**

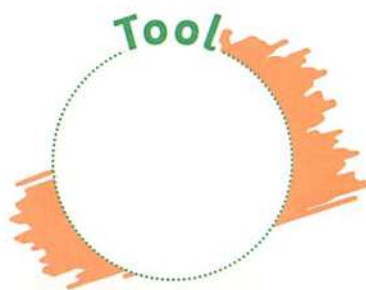
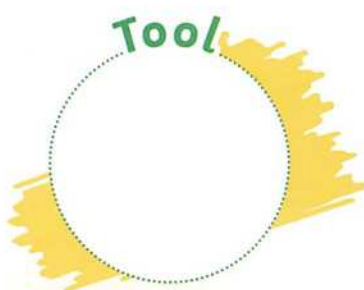
Stick here

**Note**  
The stickers are at the end of the book

- Discuss with your child different jobs at his/her school and the tools they need and their importance to him at school.
- Let your child repeat the following words : teacher, cleaner, secretary and school physician.
- **Integration of subjects** : Social studies ( jobs and tools) - English (repeat some words).
- **Life skills** : Differentiation - Respect for diversity.

# My Grown - Up Job

- Activity**
- Draw yourself wearing the uniform of your favorite job.
  - Draw in the circles three tools you will use in this job.



**Notes for parents**

- Discuss with your child why he/she chooses this job and let him/her tell you some information about it.
- **Integration of subjects** : Social studies ( jobs and tools) - Art (drawing and coloring).
- **Life skills** : Self-expression - Creativity - Respect the diversity.

# I have learned that



There are many places at my school such as



Classroom



Library



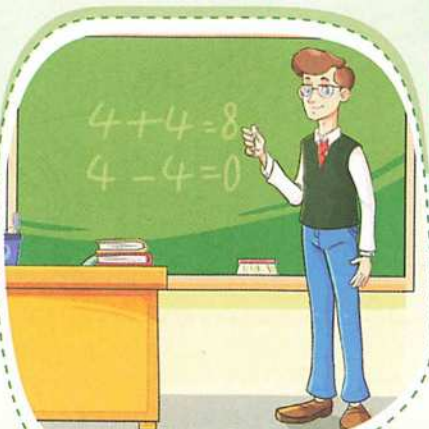
School park



All jobs need some tools such as



School Nurse



Teacher



Cleaner

# PROJECT

## Around the School and My Classroom

★ Color the following picture.



## Around the School



### Notes for parents

- Let your child observe the different places of the school in the picture above.
- Discuss with your child other different places in his/her school.

★ Draw your classroom



# My Classroom

A large, empty rectangular area enclosed by a dashed red border, intended for drawing a classroom.



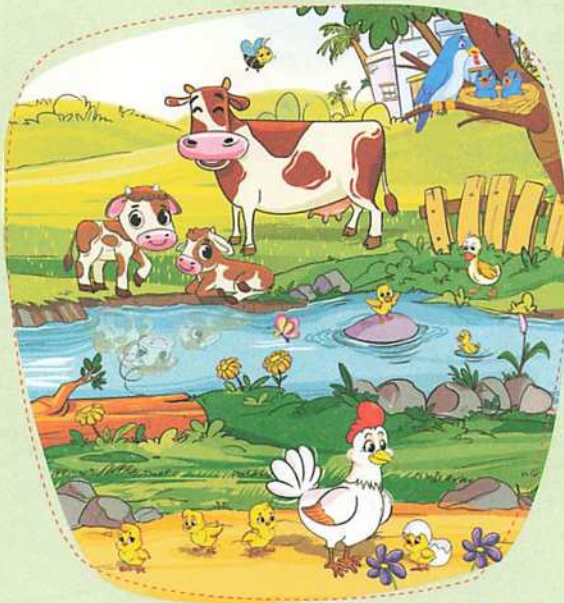
- Let your child draw his/her classroom and discuss with him/her some details in his/her classroom to help him/her in drawing.
- let your child cut this page and share it with his/her family members.

This page was left intentionally blank  
for cutting the previous page.

# THEME

# 2

## The World Around Me

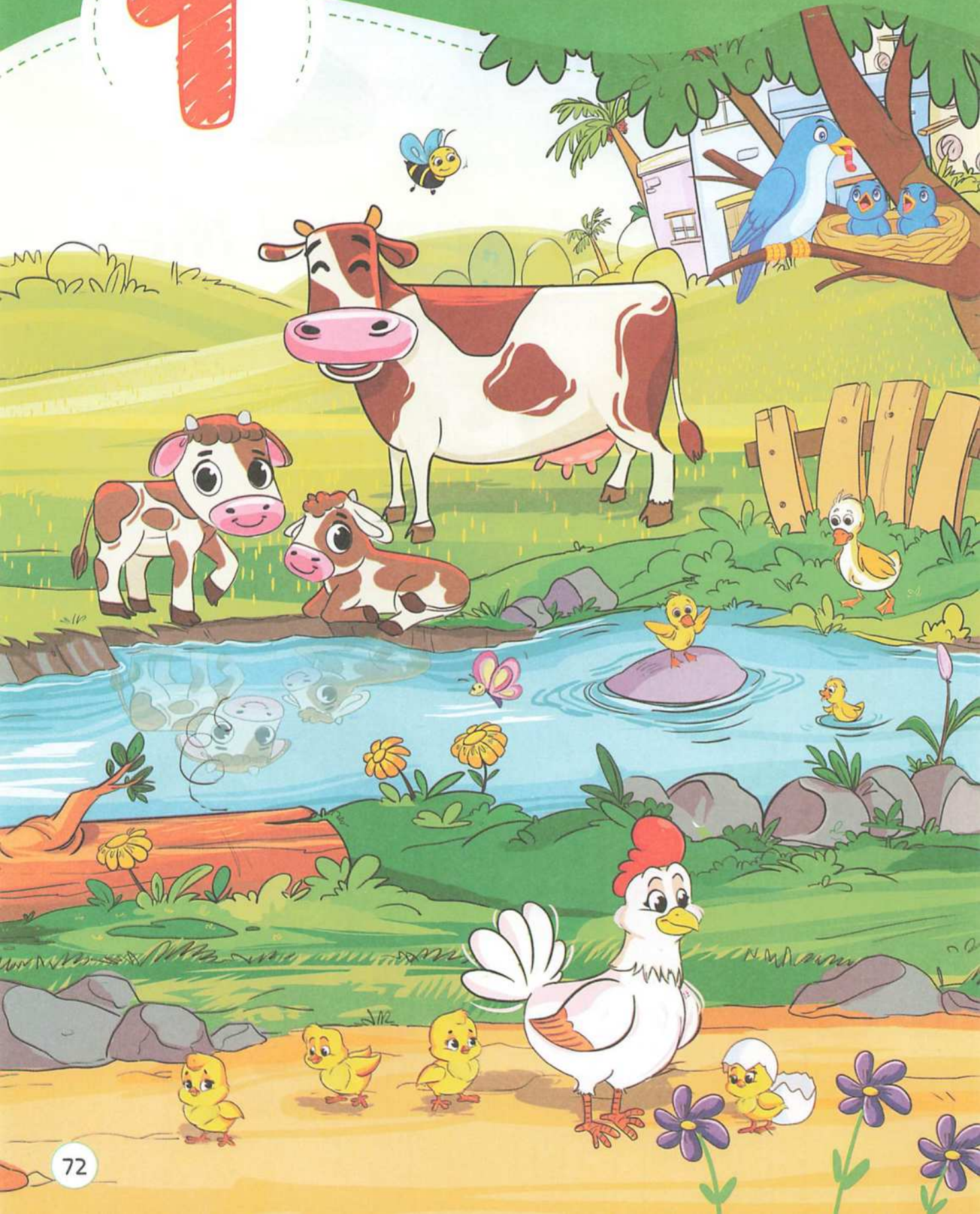




# Chapter

# 1

# Animal Babies





## Learning outcomes

By the end of this chapter, your child will be able to :

- Describe how students are cared for by adults.
- Sequence a daily routine.
- Compare and contrast how adults help students develop a daily routines.
- Sequence human life stages.
- Sequence animal life stages.
- Identify how humans meet their basic needs.
- Identify how parents help meet human needs.
- Describe animals' basic needs.
- Compare animal needs to human needs.
- Collaborate to illustrate an adult animal meeting the needs of a baby animal.
- Identify and sort animals by habitat.
- Count, graph and compare numbers of animals.
- Identify and describe the importance of Mother's Day and 6<sup>th</sup> of October Day.
- Design an award to demonstrate a reason to honor family and teacher.



## Key vocabulary

- |                              |               |                  |
|------------------------------|---------------|------------------|
| • Offspring                  | • Adult       | • Child          |
| • Life stages                | • Baby        | • Needs          |
| • Habitat                    | • Environment | • Ocean          |
| • Arctic                     | • Forest      | • Sea            |
| • Desert                     | • Celebration | • Children's day |
| • 6 <sup>th</sup> of October |               |                  |

# Taking Care of Me

**Activity** Color the pictures and draw another picture of one of your family members who takes care of you during an activity.

## Cooking



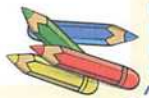
## Studying



## Driving Me to School



## Draw



### Notes for parents

- Discuss with your child the importance of family helping.
- Let your child think about the activities that adults can help him/her to do.
- **Integration of subjects** : Art (coloring and drawing) - Social studies (family relationships and community safety).
- **Life skills** : Self management.

# My Daily Routine

**Activity 1** Stick  or  beside each picture :



**Note**  
The stickers are at the end of the book

- Discuss with your child the activities in his/her daily routine that he/she makes during day and night.
- Let your child repeat the words beside each picture.
- **Integration of subjects** : English (repeating words) - Economics and applied sciences (nutrition and food science).
- **Life skills** : Self-expression - Setting clear goals.

**Activity 2** Put ✓ at the person who can help you to do each of the following activities (don't choose any person if you can do an activity by yourself ).



<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Notes for parents**

- Discuss with your child the activities that he/she can do by him/herself and the activities that he/she needs help to do.
- **Integration of subjects** : English (speaking and listening) - Economics and applied sciences (nutrition and food science).
- **Life skills** : Self-expression - Sharing.

# Life Stages

**Activity 1** Match each stage of the human life cycle to the correct number.

1



2



3

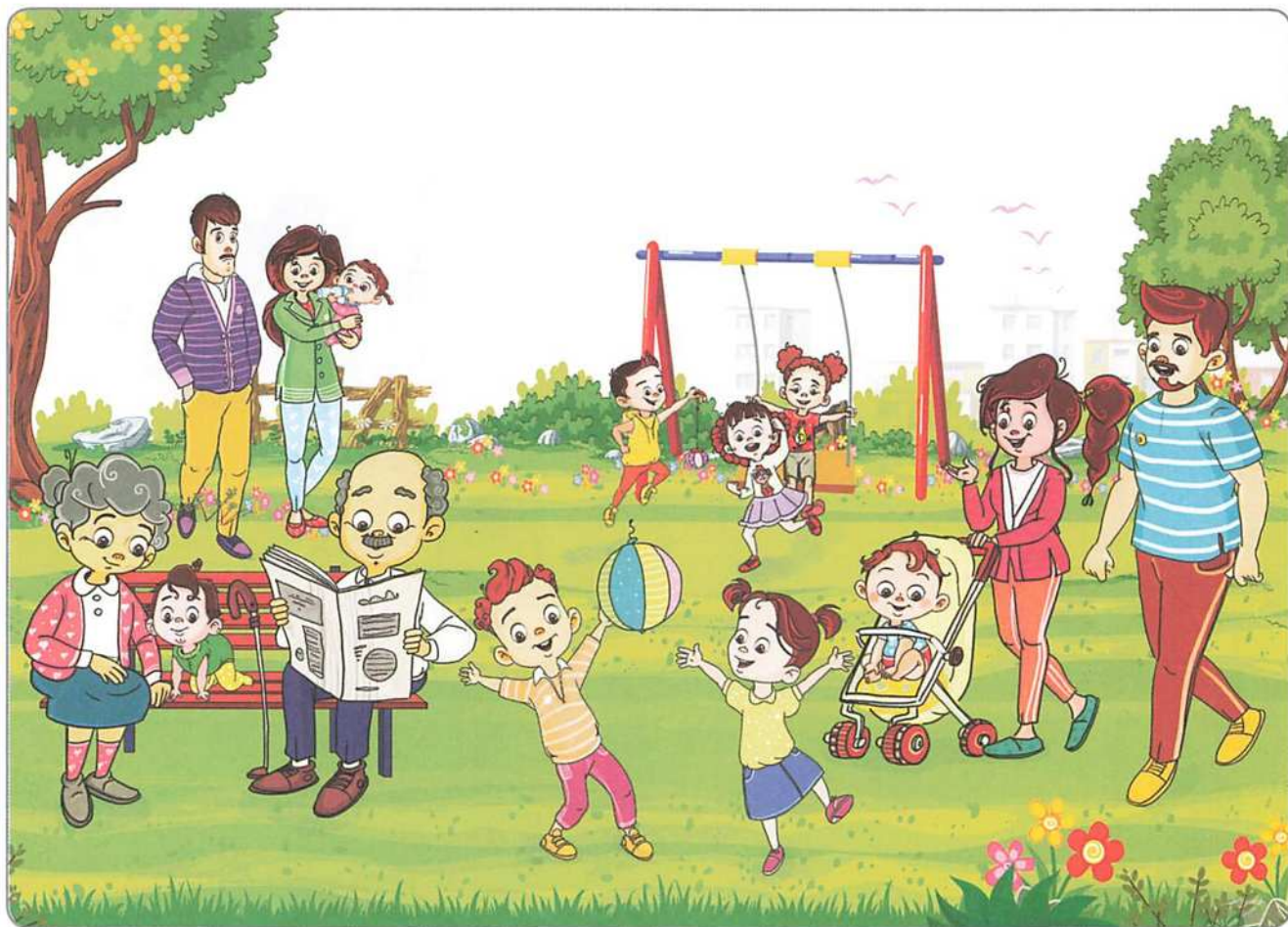


4



- Discuss with your child the stages of the human life cycle.
- Discuss with your child that some of our characteristics change as we grow up like hair, tall, ... etc.
- **Integration of subjects** : Science (stages of human life cycle) - Math (counting numbers)  
- Economics and applied sciences (childhood development).
- **Life skills** : Differentiate between similarities and differences - Observing.

**Activity 2** Look at the picture, then write how many babies, children, parents and grandparents.



**Babies**



---



---



**Children**



---



---



**Grand-  
parents**



---



---



**Parents**



---



---

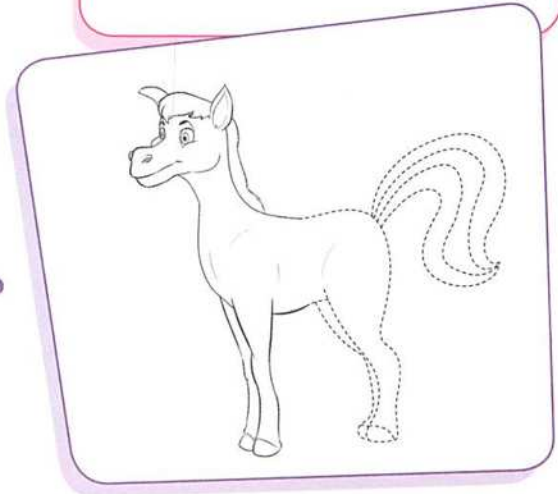
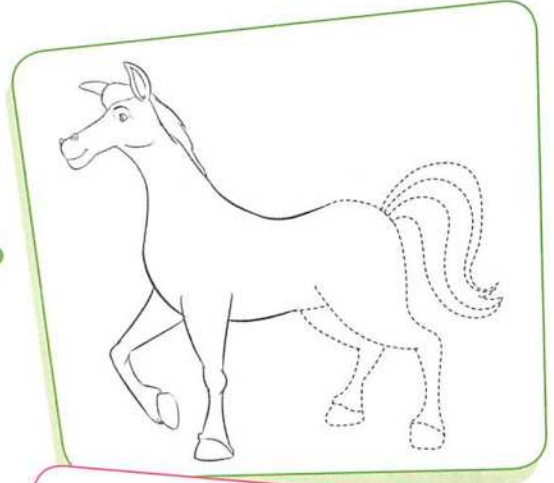
**Notes for  
parents**

- Help your child to count and write numbers from 1 to 5.
- **Integration of subjects** : Math (counting numbers) - Social studies (family members).
- **Life skills** : Observing - Collecting data.



# A Horse Grows Up

**Activity** Trace each picture and color it, then match each stage of the horse life cycle to the correct number.



- Discuss with your child the stages of the horse life cycle.
- Let your child compare the horse life cycle and the human life cycle.
- **Integration of subjects** : Science (stages of horse life cycle) - Math (counting numbers)  
- Art (coloring).
- **Life skills** : Differentiate between similarities and differences - Observing.





# 2 Legs and 4 Legs

**Activity** Classify the animals by putting a sign ✓ in the two-legged animal box and the four-legged animal box and write the total number of each, then circle the greater one.

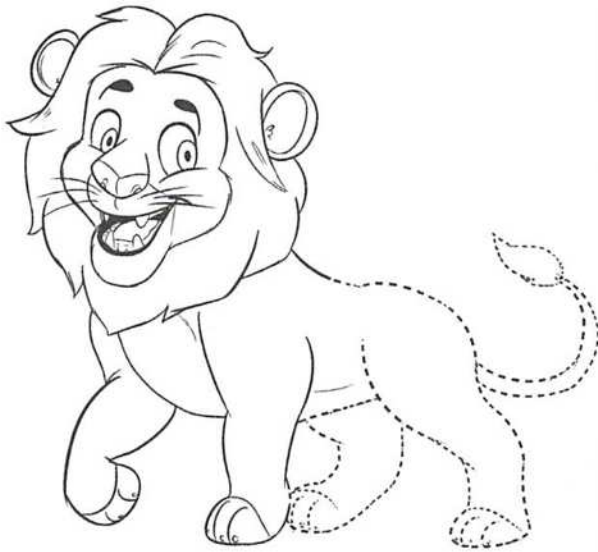
Animals	2 Legs	4 Legs
		
		
		
		
		
		
		
<b>Total number</b>	<hr/> <hr/>	<hr/> <hr/>

### Notes for parents

- Discuss with your child the animals that have 2 legs or 4 legs.
- Let your child write the total number of the two-legged animals and four-legged ones, then circle the greater one.
- **Integration of subjects** : Science (difference between animals) - Math (counting numbers).
- **Life skills** : Observing - Exploring and comparing - Classifying.

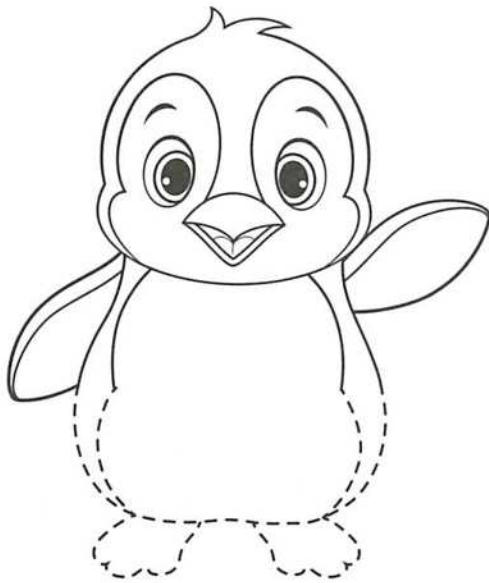
# Observing Animals

**Activity** Trace each picture and color it, then draw another animal that has two legs and an animal that has four legs.



» DRAW ..

Animal has 4 legs



» DRAW ..

Animal has 2 legs

- Help your child to draw animals that have two legs and others that have four legs.
- **Integration of subjects** : Art (drawing and coloring) - Science (comparing between animals).
- **Life skills** : Differentiate between similarities and differences - Observing.

# I have learned that

★ I repeat some activities in my daily routine :



★ Some animals have :

2 Legs



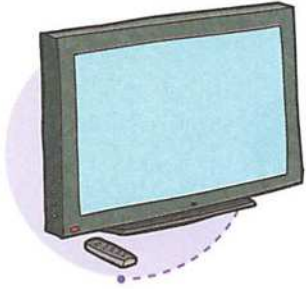
4 Legs



# Want or Need ?



**Activity** Circle the **needs** with **Red** and the **wants** with **Green**, then draw other 2 needs and 2 wants in the empty boxes.



DRAW ..  
**Needs**

DRAW ..  
**Wants**

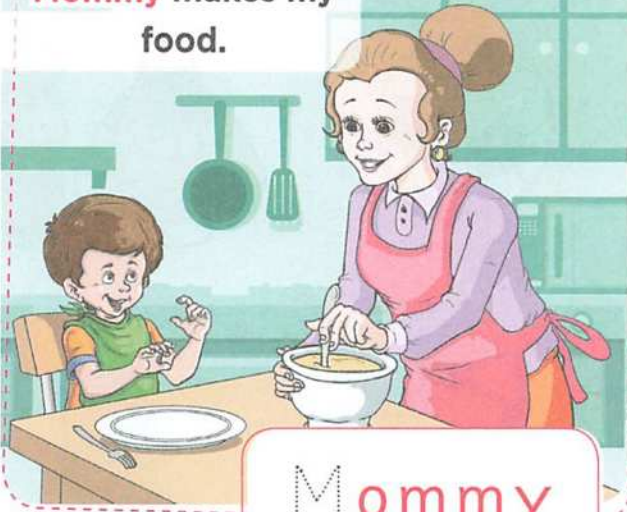
- Discuss with your child that a need is something we must have to stay healthy and safe.
- Discuss with your child that a want is something that is nice to have, but isn't required to keep us healthy and safe .
- Help your child to draw his/her needs and wants.
- **Integration of subjects** : Social studies (needs and wants) - Art (drawing).
- **Life skills** : Differentiate between similarities and differences - Self-expressions.



# Meeting My Needs

**Activity** Trace the letter, then write it by yourself below each picture.

**Mommy** makes my food.



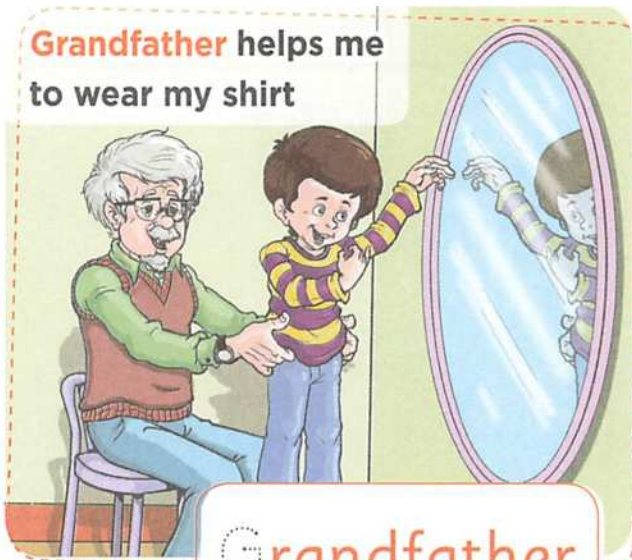
Mommy  
.....ommy

**Daddy** helps me to study my lessons



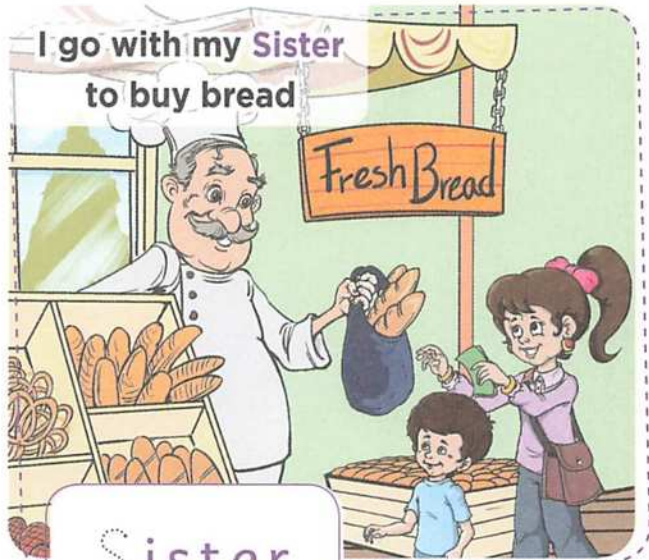
Daddy  
.....addy

**Grandfather** helps me to wear my shirt



Grandfather  
.....randfather

I go with my **Sister** to buy bread



Sister  
.....ister

## Notes for parents

- Help your child to read and write some letters in English.
- Let your child suggest some needs that his/her family can give him/her to do.
- **Integration of subjects** : Social studies (meeting my needs) - English (writing some letters).
- **Life skills** : Observing - Good listening - Helping others.

# My Observation Notes



**Activity 1** Draw a line to help each animal to reach its right home.

**Dog**



**Bird**



**Bee**

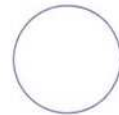


**Sheep**



- Discuss with your child other animals and their homes.
- Discuss with your child that home or shelter is a need for animals.
- **Integration of subjects** : English [repeating words : dog - bird - bee - sheep] - Science (animals and homes).
- **Life skills** : Observing - Critical thinking - Realize relationships.

**Activity 2** Color the needs of the  in  and the needs of the  in  as shown in the example.



**Notes for parents**

- Help your child compare the needs of animals and the needs of humans.
- Let your child repeat the words below each picture.
- **Integration of subjects** : English (repeating words) - Science (needs of animals and humans).
- **Life skills** : Differentiate between similarities and differences - Observing - Setting clear goals.

**Activity 3** Color the pictures, then draw another animal that meets its baby needs.

### Feeding



### Taking care



### Protecting



### Draw



- Discuss with your child how adult animals help baby animals meet their needs like feeding, taking care and protecting.
- Help your child to draw another animal that helps its baby.
- **Integration of subjects** : Art (coloring and drawing) - Science (animals needs).
- **Life skills** : Observing - Self-expression.

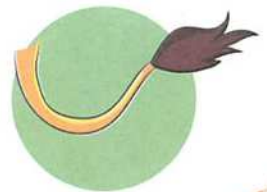




# Are You My Mommy?

**Activity** Stick at each row, the baby animal that its mommy has the following parts.

Sticker



Sticker



Sticker



Sticker



Sticker



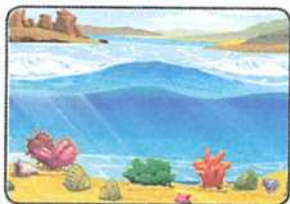
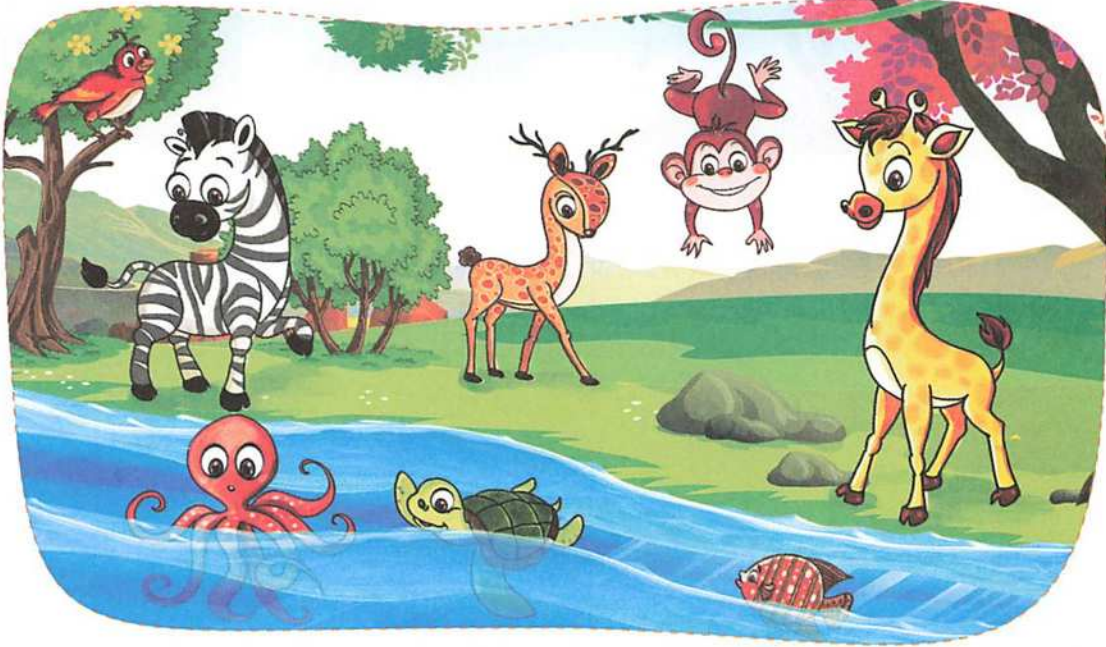
## Notes for parents

- Help your child to recognize the parts of different animals.
- **Integration of subjects** : Social studies (mommy and baby) - Science (animals parts).
- **Life skills** : Critical thinking - Observing - Differentiation.

**Note**  
The stickers are at the end of the book

# Land And Water Graph

- Activity**
- Look at the picture, then color the graph to show how many animals live in water and how many animals live on land.
  - Then use these data to write their numbers and circle the greatest number.



**Water**

\_\_\_\_\_

-----

\_\_\_\_\_



**Land**

\_\_\_\_\_

-----

\_\_\_\_\_

- Help your child to make a graph by counting water animals and land animals, then write their numbers.
- Discuss with your child other animals that live in water and animals that live on land.
- **Integration of subjects** : Math (make a graph - counting) - Science (animals habitats).
- **Life skills** : Differentiate between similarities and differences - Observing - Collecting data.



# Animals Around The World

**Activity** Put ✓ at the habitat where each animal lives, then write the number of animals in each habitat and color the fingers in red according to this number and write the number.



Desert habitat



Sea habitat



Forest habitat



Blank box for writing the number of animals in the desert habitat.

Blank box for writing the number of animals in the sea habitat.

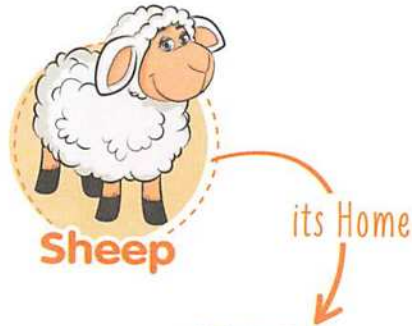
Blank box for writing the number of animals in the forest habitat.

## Notes for parents

- Let your child color number of fingers that represent the number of animals at each habitat, then write the number.
- **Integration of subjects** : Science (animals and their habitats) - Math (count and write) - Art (coloring).
- **Life skills** : Differentiate between similarities and differences - Observing - Classifying.

# I have learned that

## ★ Animals homes



## ★ Animals needs

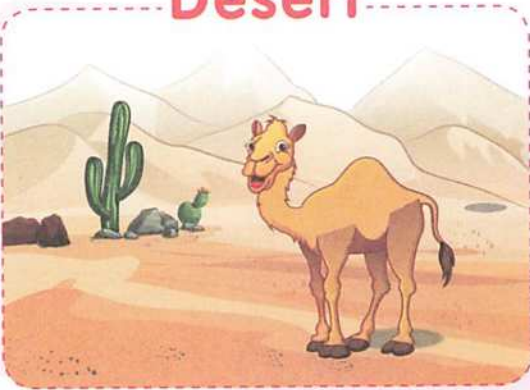


★ Adult animals help their babies meet their needs :

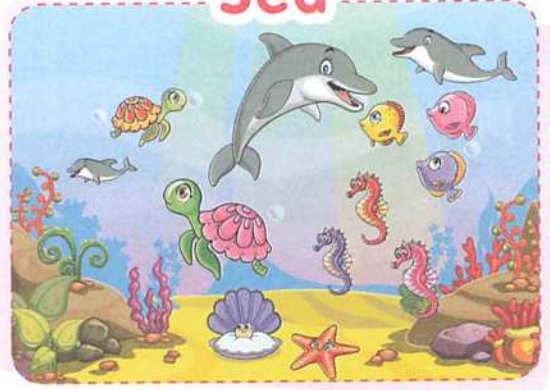


★ Animals may live in :

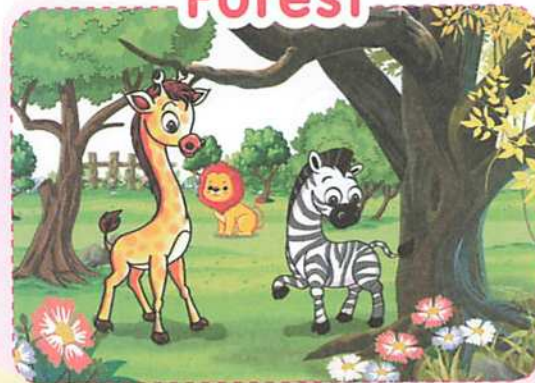
Desert



Sea



Forest



# A Celebration

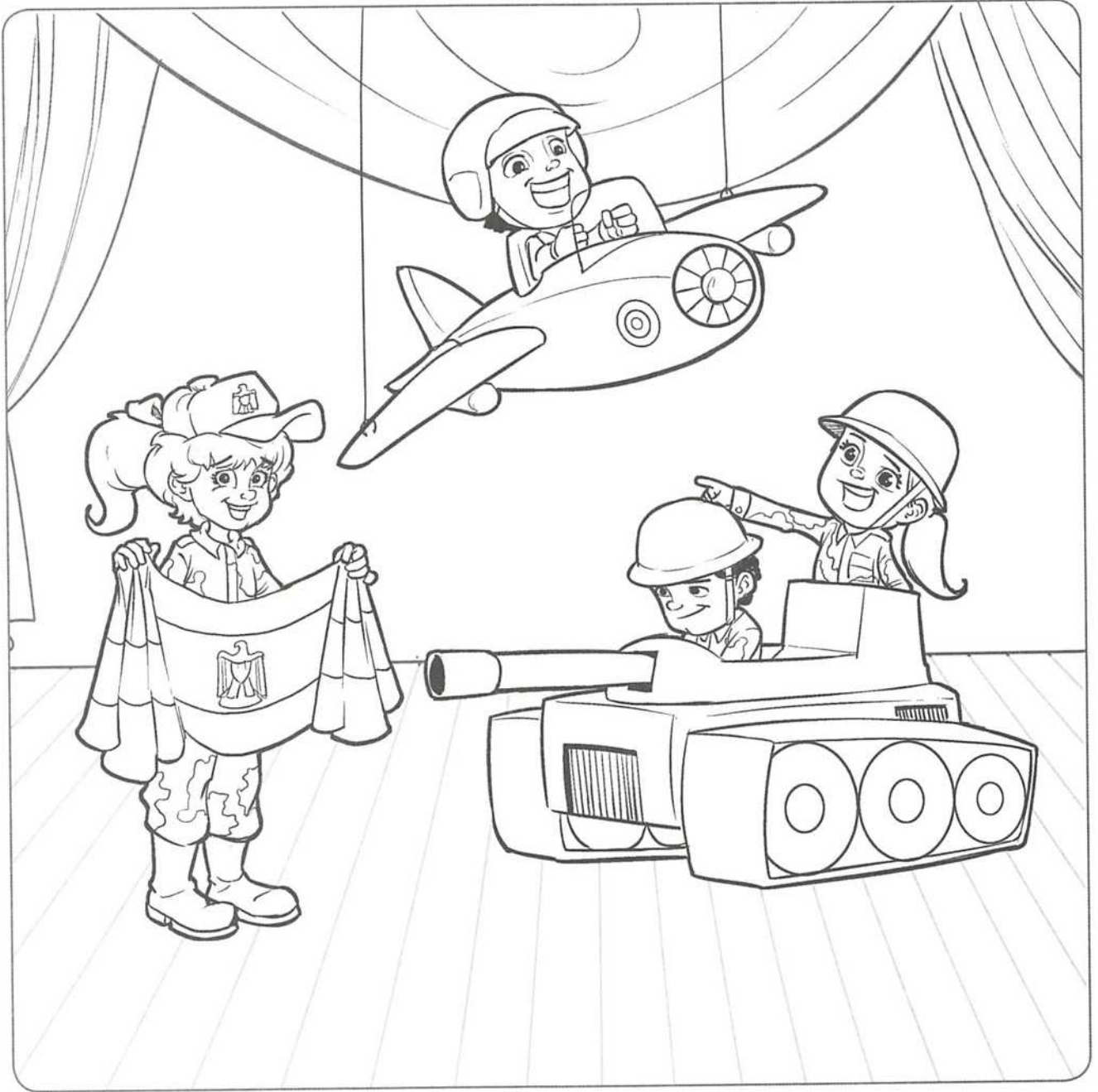
**Activity 1** Color the following picture then trace the sentence below.



Happy Mother's Day

- Help your child to color the picture and trace the sentence.
- Discuss with your child what he/she do at the Mother's Day celebration.

**Activity 2** Color the following picture then trace the sentence below.



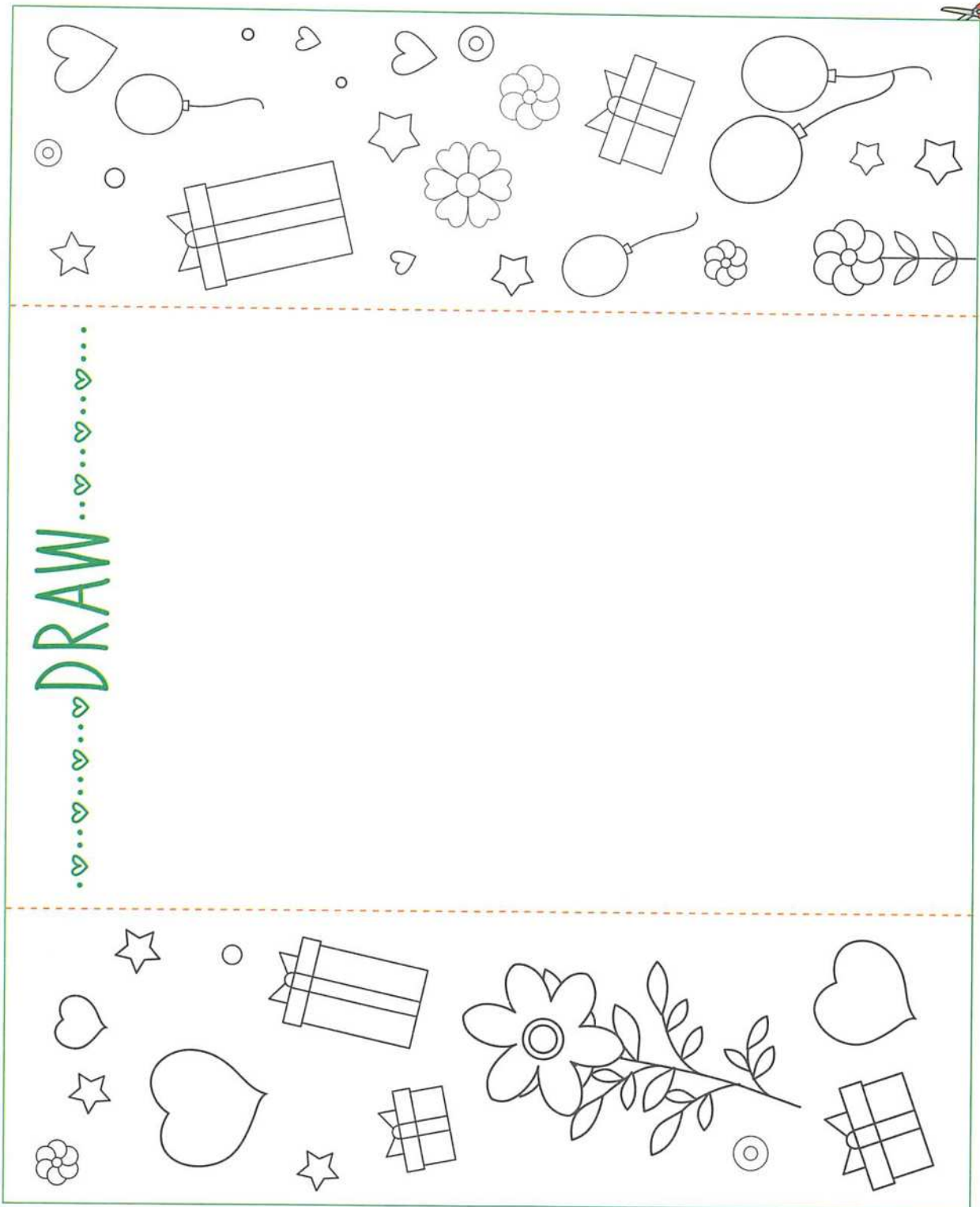
6<sup>th</sup> of October

**Notes for parents**

- Discuss with your child some national celebrations such as 6<sup>th</sup> of October Day and its importance.
- Help your child to trace the sentence.
- **Integration of subjects** : Social studies (national celebrations) – Art (coloring) – English (trace sentence).
- **Life skills** : Exchanging information – Identifying relationship – Asking questions.

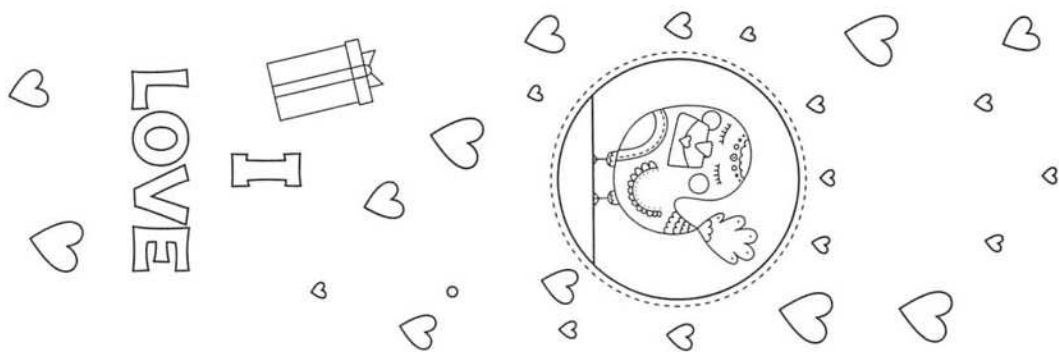
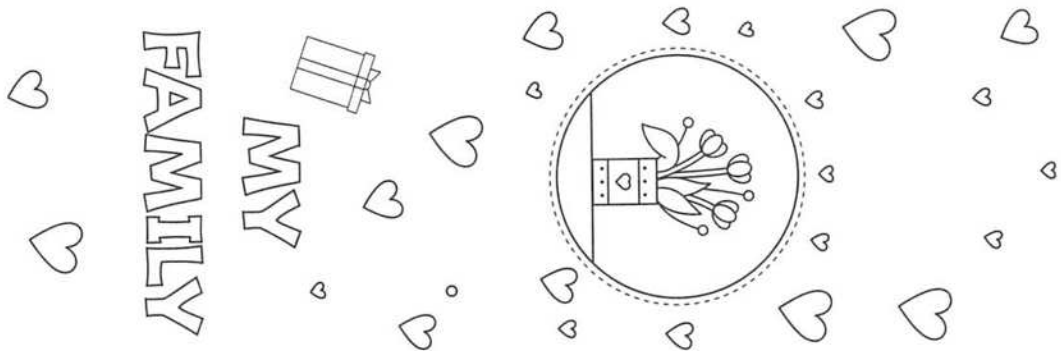
# PROJECT 1

A card for my family members.



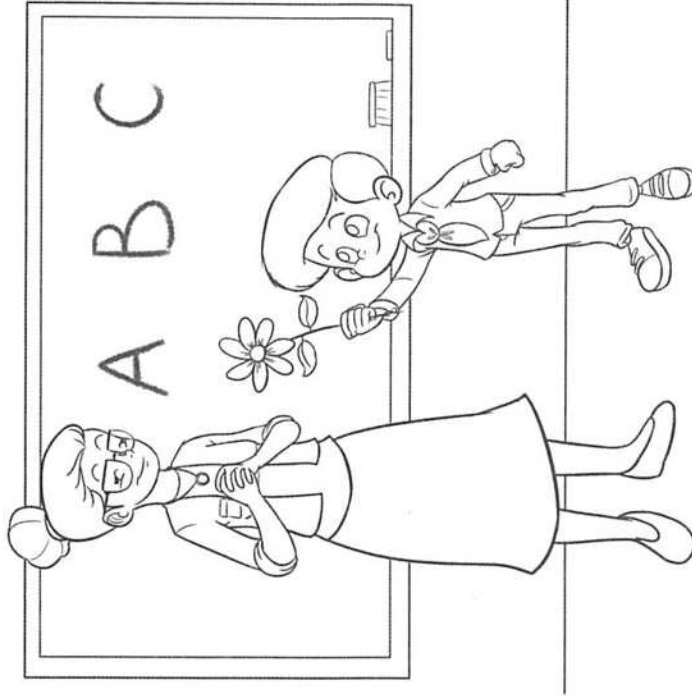
- Let your child color the figures and draw a picture for him/herself with the family.
- Help your child to cut the card at the green lines and fold it at the red lines as shown in page (97).
- Let your child present it to the family members.





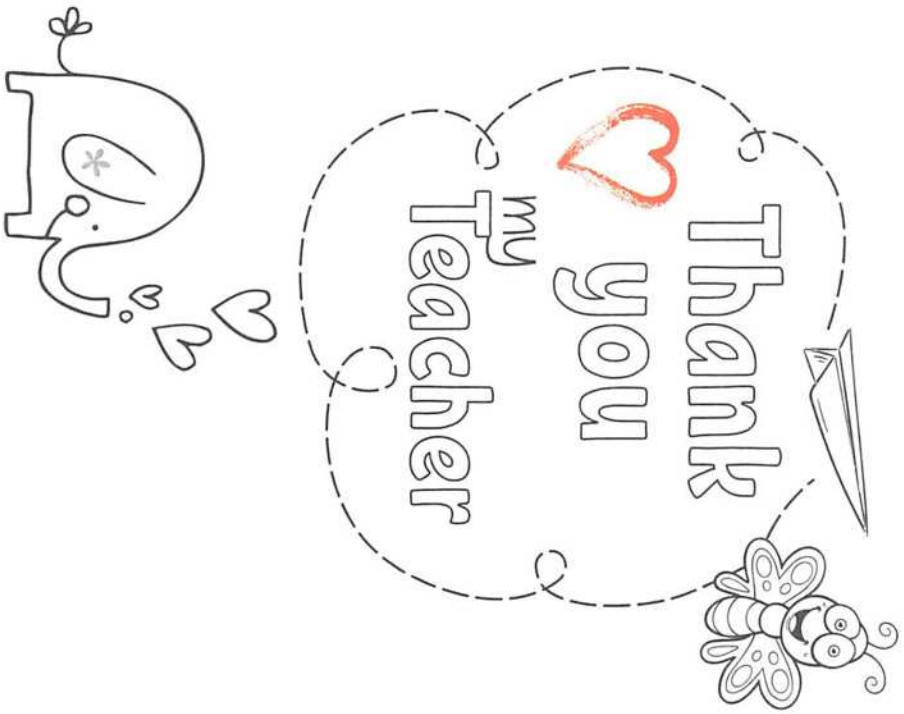
# PROJECT 2

A card for my teacher.



♡♡♡♡♡  
DRAW  
♡♡♡♡♡

- Let your child color the picture, then draw something he/she likes to thank his/her teacher.
- Help your child to cut the card at the green lines and fold it at the red lines as shown in page (97).
- Let your child present the card to his/her teacher.



# Final shapes of the two cards.



Chapter

2

How To Care ?





## Learning outcomes

By the end of this chapter, your child will be able to :

- Classify living and nonliving things.
- Recognize that there are different kinds of living things in different places.
- Distinguish between a map and a picture.
- Differentiate between winter and summer.
- Compare clothing appropriate for each season.
- Describe the characteristics of the seasons of the year.
- Identify external parts of plants and animals.
- Compare and explain how external features of plants and animals help them survive in different environment.
- Observe the life stages of different humans and plants.
- Compare what is the same and different about life stages of different living things.
- State the importance of washing hands.
- State the importance of safe and clean food.
- Describe the parts of the fruit or vegetable that help it survive.
- Identify the importance of plants and animals to humans and how to care for those things (through basic needs).
- Identify various agricultural jobs and tools in images and pictures.



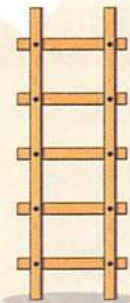
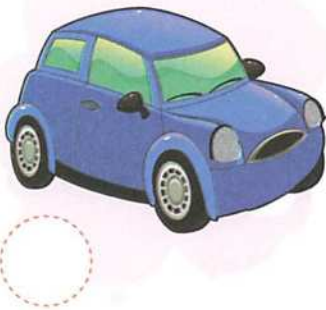
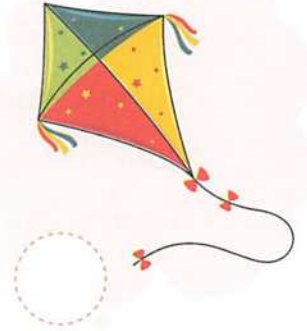
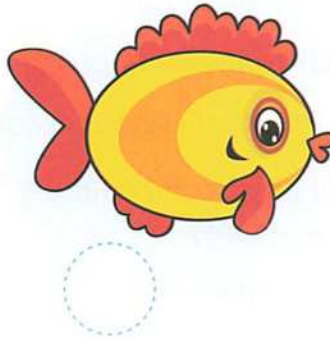
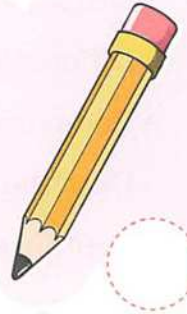
## Key vocabulary

- |            |               |               |             |
|------------|---------------|---------------|-------------|
| • Living   | • Map         | • Life stage  | • Nonliving |
| • Picture  | • Child       | • Above       | • Below     |
| • Adult    | • Seasons     | • Summer      | • Winter    |
| • Sunlight | • Same        | • Different   | • Left      |
| • Right    | • Behind      | • In front of | • Survive   |
| • Salad    | • Cleanliness | • Environment | • Needs     |
| • Water    | • Soil        | • Air         | • Space     |
| • Sun      | • Farmer      | • Tools       | • Shade     |

# Living or Not?






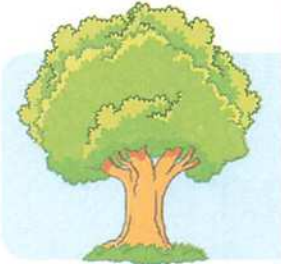
**Activity 1** Color the circles of **living things** in **red**  , While the **non-living things** in **blue**  .



## Notes for parents

- Let your child color the circles.
- Discuss with your child other examples of living and non-living things.
- **Integration of subjects** : Science (living and non-living things) - Art (coloring).
- **Life skills** : Observing - Classifying.

**Activity 2** Put ✓ next to the ones that are true at each item.

	Feed	Move	Breathe	Grow up
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Read and discuss with your child the meaning of the following words (Feed - Grow up - Breathe - Move), then let him/her repeat the previous words.
- Explain to your child that the plant always moves towards the light.
- **Integration of subjects** : Science (living and non-living things) - English ( repeat some words).
- **Life skills** : Observation - Differentiation.



# Map or Picture ?

**Activity 1** Use a  to circle the **picture** and use a  to circle the **map**.



**Activity 2** Trace then write .

Map  
 \_ap  
 \_ap



Picture  
 \_icture  
 \_icture

**Notes for parents**



- Let your child differentiate between map and picture.
- Let your child repeat the words : Map - Picture.
- **Integration of subjects** : English (writing and reading) - Social studies (map and picture).
- **Life skills** : Critical thinking - Communication.



# Above / Below

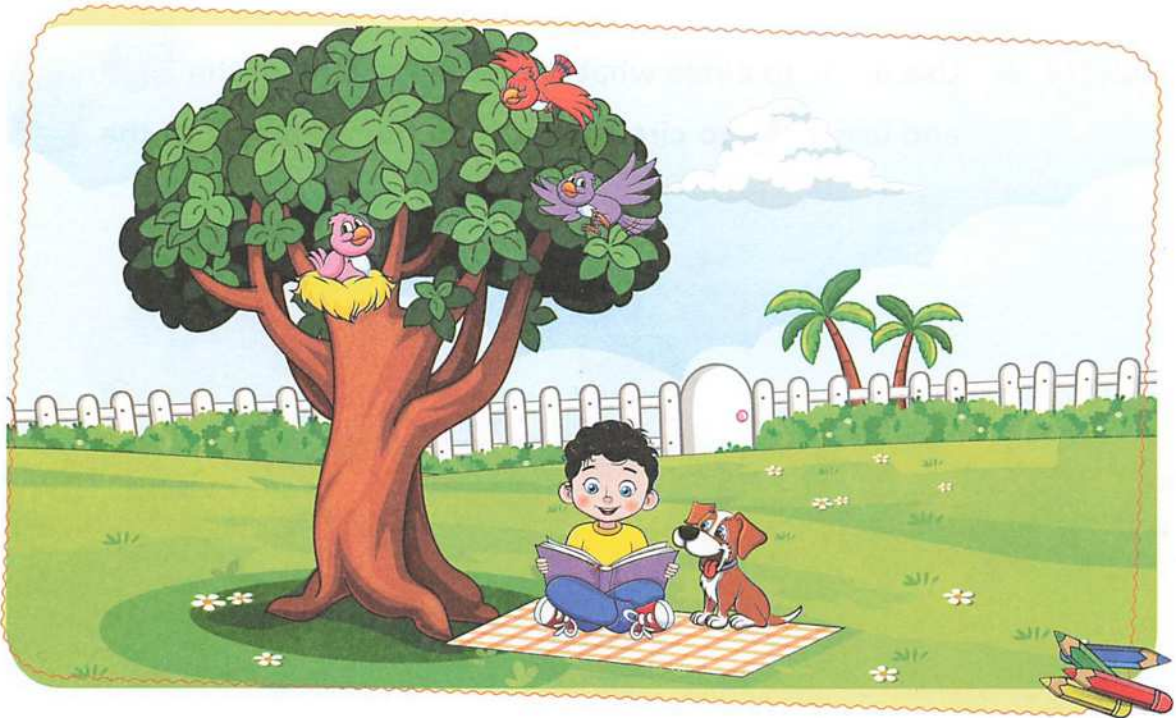


• The  is above the .



• The  is below the .





**Activity 3** Circle in  what is **above** the tree and circle in  what is **below** the tree.







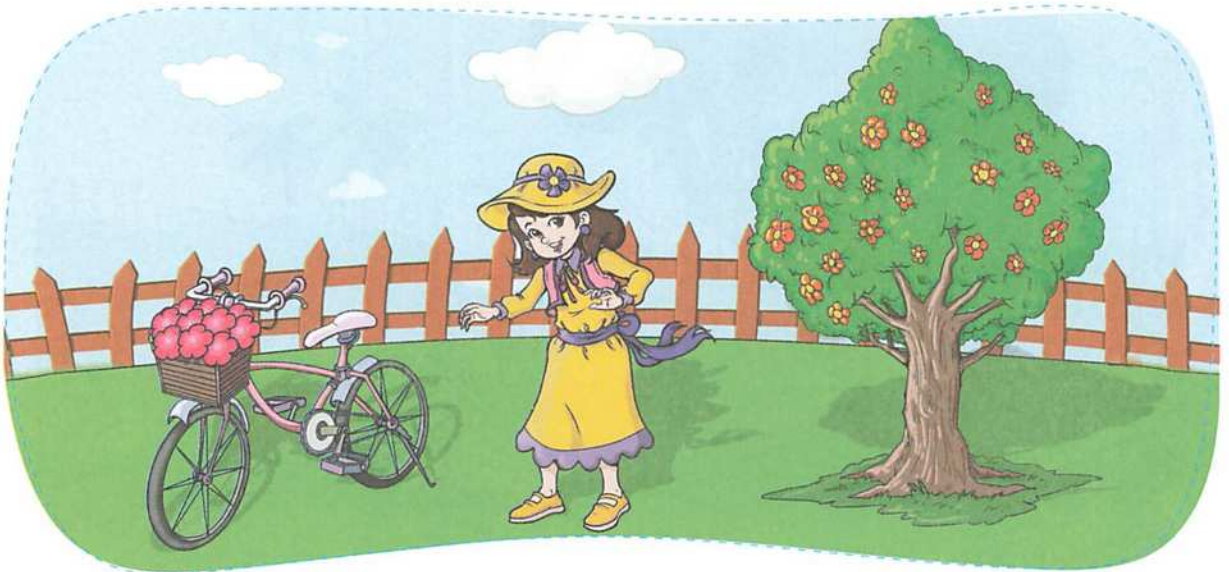
- Let your child repeat the words (above - below).
- Help your child to differentiate between above and below.
- **Integration of subjects** : English (reading - repeating some words) - Math (above - below).
- **Life skills** : Observing - Differentiation - Good listening.

# Right / Left



- The  is on the right side of the 
- The  is on the left side of the 

**Activity 4** Use a  to circle what is on the **left** side of the  and use a  to circle what is on the **right** side of the 



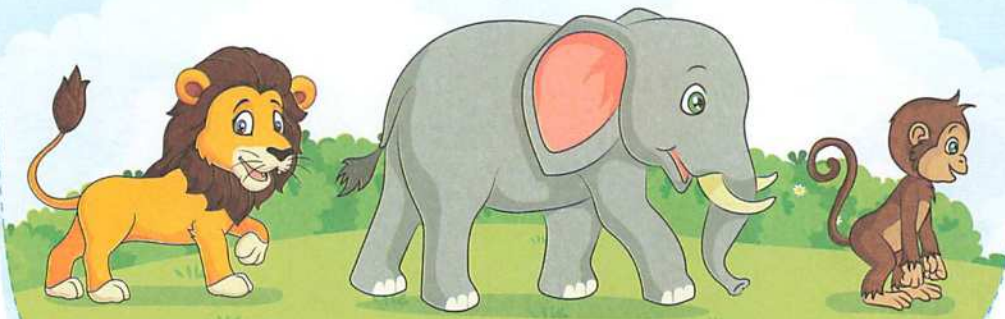
## Notes for parents



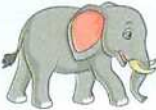

- Let your child repeat the words (right - left).
- Help your child to differentiate between what is on the right side and what is on the left side.
- **Integration of subjects** : English (reading - repeating some words) - Math (right - left).
- **Life skills** : Observing - Differentiation - Set clear goals.

# In front of / Behind

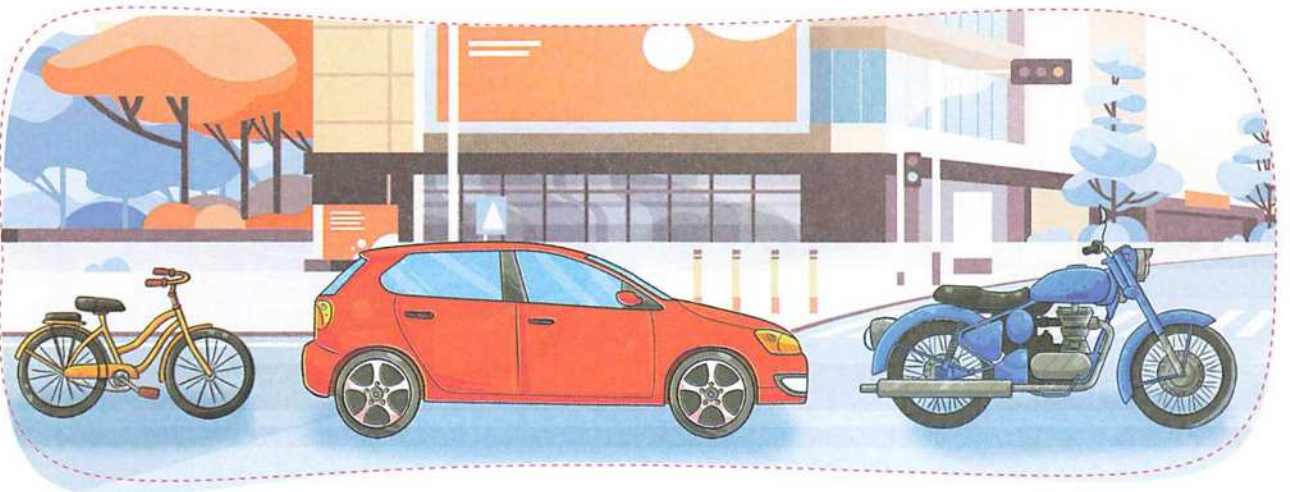


Play  
& learn



- The  is in front of the 
- The  is behind the 

**Activity 5** Use a  to circle what is **in front of** the  and use a  to circle what is **behind** the 

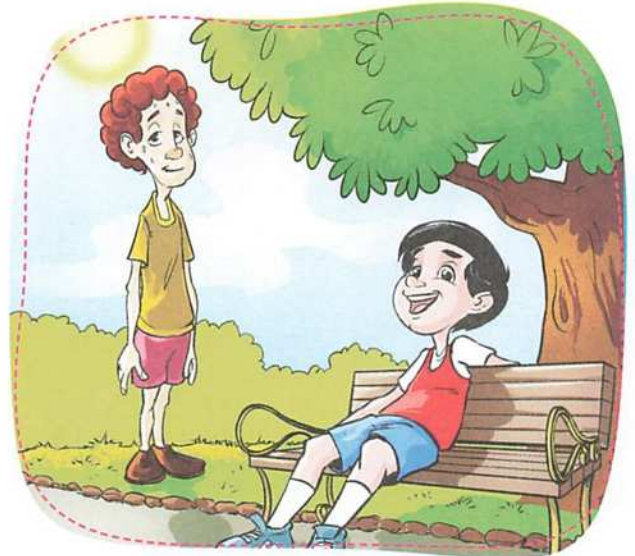


- Let your child repeat the words (In front of - Behind).
- Help your child to differentiate between what is in front and what is behind.
- **Integration of subjects** : English (reading - repeating some words) - Math (in front of - behind).
- **Life skills** : Observing - Differentiation - Set clear goals.

# Seasons



**Activity 1** Circle the person that is **more feeling** of the Sun heat.

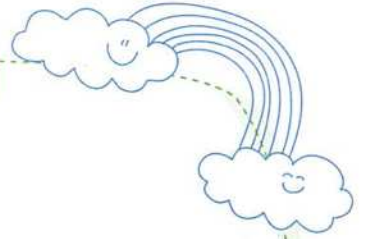


## Notes for parents

- Discuss with your child the importance of the Sun heat.
- Let your child repeat the words (Sun - Sun heat).
- **Integration of subjects** : Science (Sun) - English (repeating some words).
- **Life skills** : Observing - Exchanging information.

**Activity 2** Draw pictures to show the summer season and the winter season.

## The Summer Season



## The Winter Season



- Help your child draw a picture that shows the summer season like drawing some children playing on the beach and draw a picture that shows the winter season like drawing some children walking on a rainy day and wearing heavy clothes and holding umbrellas.
- **Integration of subjects** : Science (Seasons) - Art (Drawing).
- **Life skills** : Differentiation - Observing - Self-expression.

# What to Wear?



**Activity** Stick each cloth in the suitable season.



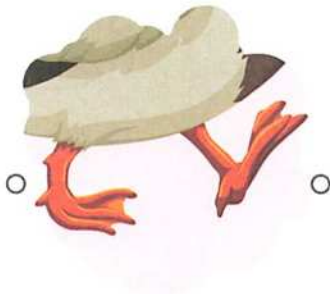
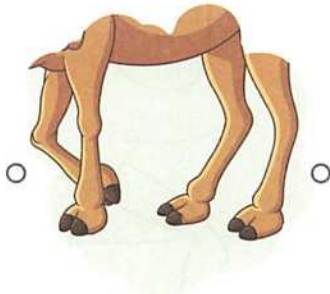
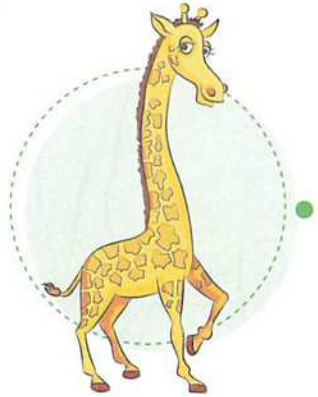
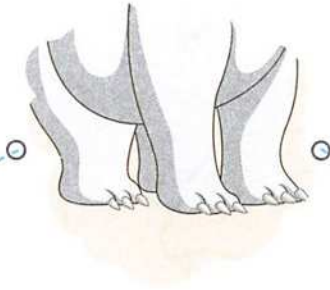
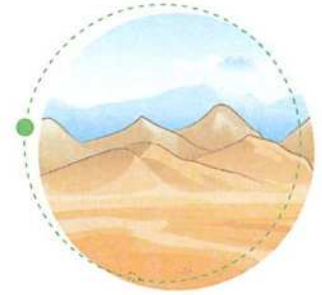
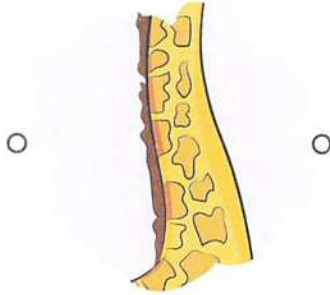
**Note**  
The stickers  
are at the  
end of the  
book

## Notes for parents

- Help your child to differentiate between the summer clothes and the winter clothes.
- Let your child repeat the words (Summer - Winter).
- **Integration of subjects** : Social studies (comparing clothing for winter and summer) - English (repeating some words).
- **Life skills** : Observing - Differentiation - Self-expression.

# Survival

**Activity** Match each animal with its body part and its environment.



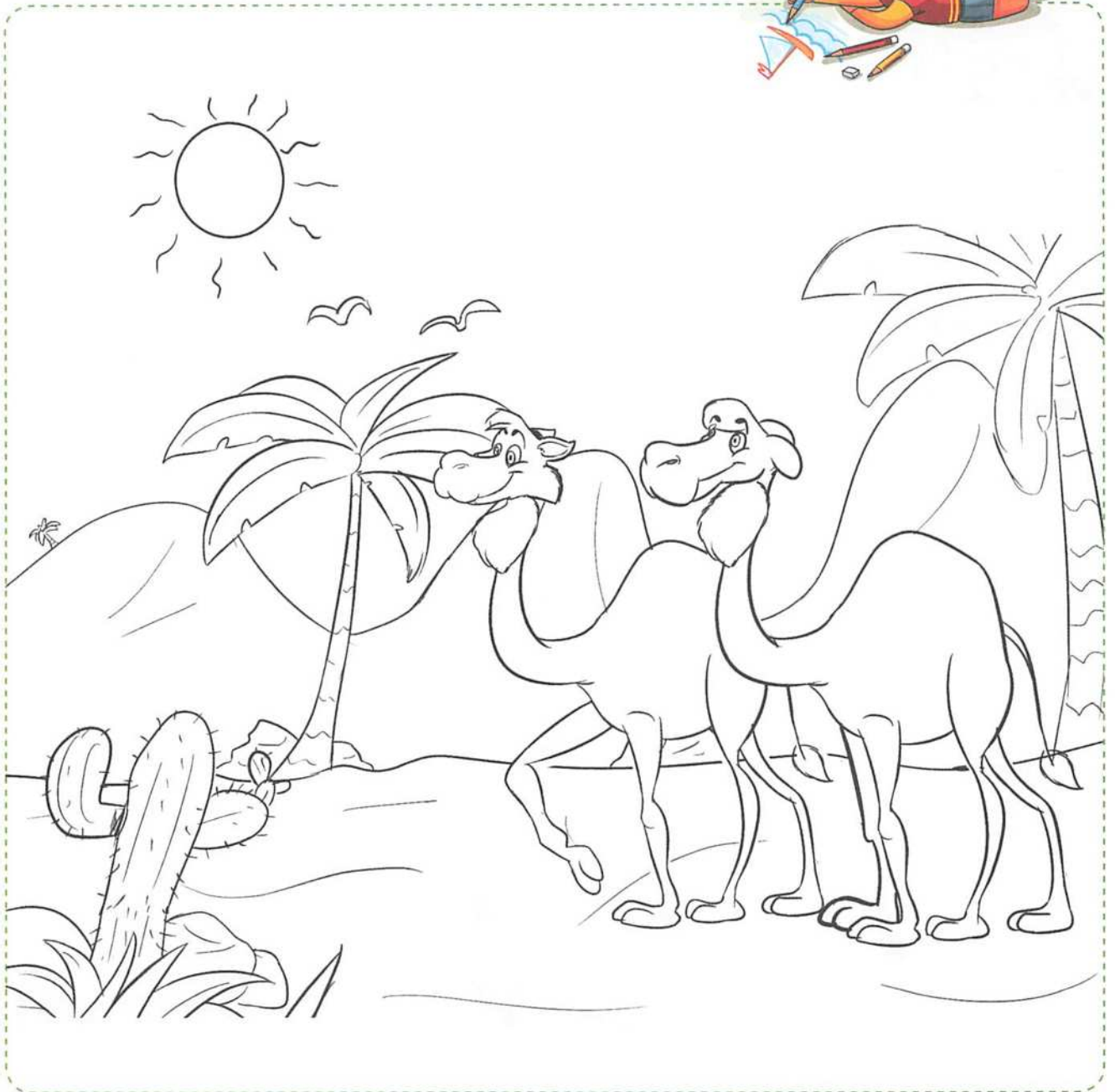
- Let your child repeat the words (Environment - Survival).
- Discuss with your child how body parts of the animals help them to survive.
- Discuss with your child that some plants like cactus have spines to keep animals from eating it, so they can survive.
- **Integration of subjects** : Science (animals body parts) - English (repeat some words).
- **Life skills** : Critical thinking - Realize relationships - Differentiation.





# Super Animal

**Activity** Color the following picture.



## Notes for parents

- Inform your child that :
  - Camel lives in the desert.
  - Camel has wide flat feet to help walk in sand.
  - Camel has long eyelashes to keep out sand.
- **Integration of subjects** : Science (importance of body parts of camel) - Art (coloring).
- **Life skills** : Collecting data - Observing - Good listening.

# Life Stages



**Activity** Match each picture to the correct number to arrange the life cycles of the butterfly and the frog.



1

2

3

4



• Help your child recognize the arrangement of stages of frog and butterfly life cycles.

- **Integration of subjects** : Science (stages of frog and butterfly life cycles) - Math (counting numbers).

- **Life skills** : Good listening - Observation - Set clear goals.

# I have learned that

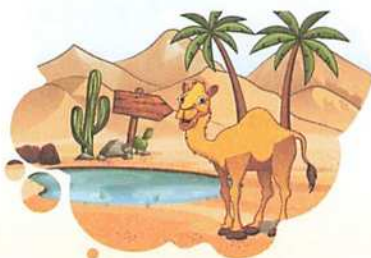
## ★ Living things can...



## ★ Clothes differ between summer and winter.



## ★ Plants and animals have parts that help them survive in their environment



Camels have wide flat feet help walk in sand



Cactus has pointy spines to keep animals from eating it



Bear has claws help it catch food

# Keeping Clean

**Activity** Order the steps of washing hands, then color.

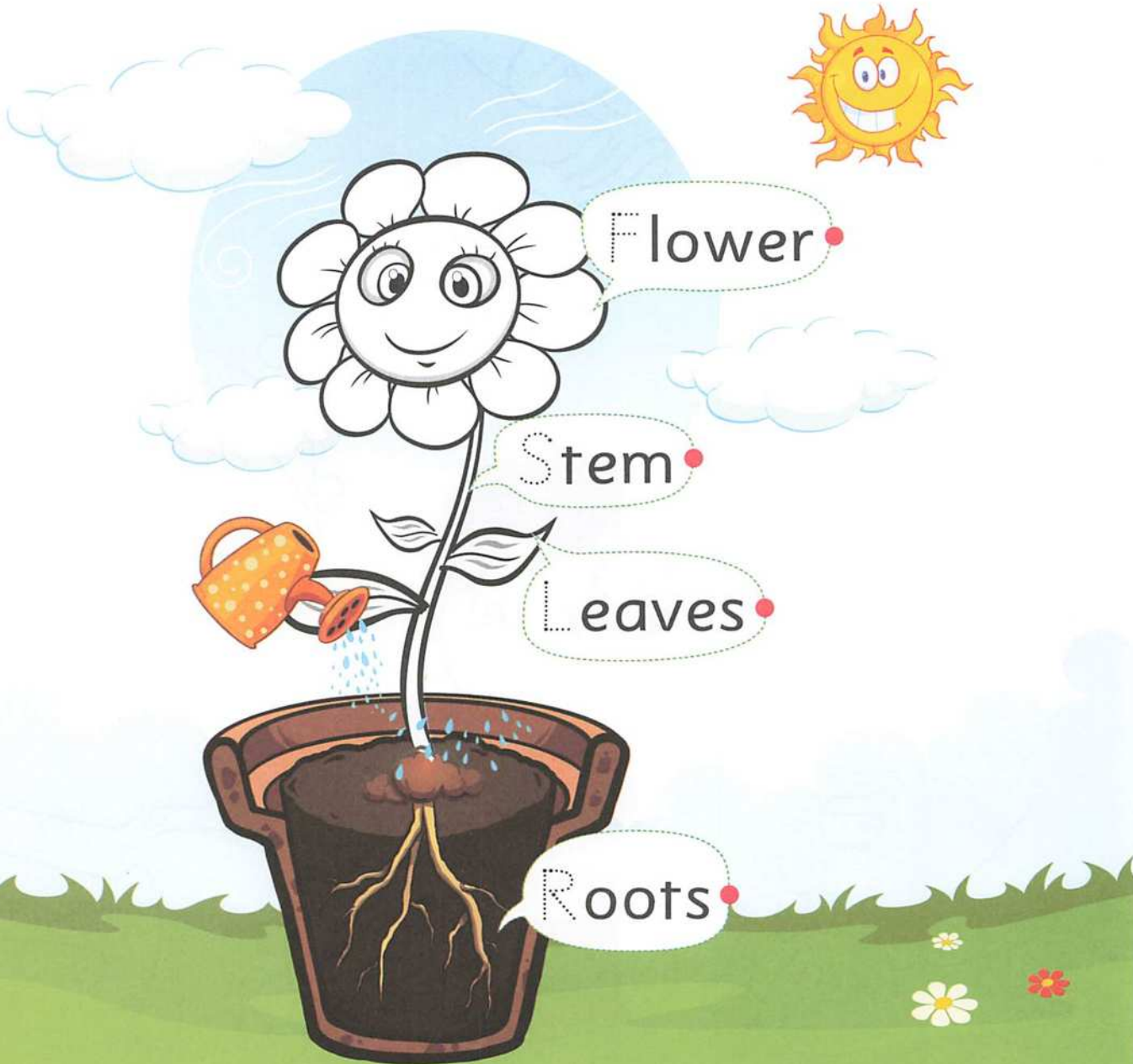


- Train your child on the steps of washing hands.
- Discuss with your child the importance of keeping hands always clean.
- **Integration of subjects** : Economics and applied Science (washing hands) - Art (coloring).
- **Life skills** : Observing - Critical thinking - Collecting data.

# Parts of A Plant



**Activity 1** Color the parts of the following plant, then trace the letters.



## Notes for parents

- Help your child to differentiate between parts of a plant.
- Let your child repeat the words ( Flower - Stem - Leaves - Roots ).
- **Integration of subjects** : Science (parts of a plant) - English (repeat some words) - Art (coloring).
- **Life skills** : Creativity - Observing - Differentiation.

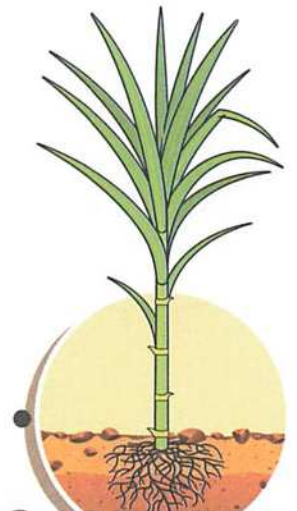
**Activity 2** Match each plant to the part we can eat.

**Flower**



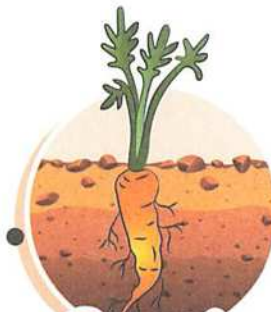
**Lettuce**

**Stem**



**Sugarcane**

**Leaves**



**Carrot**

**Roots**

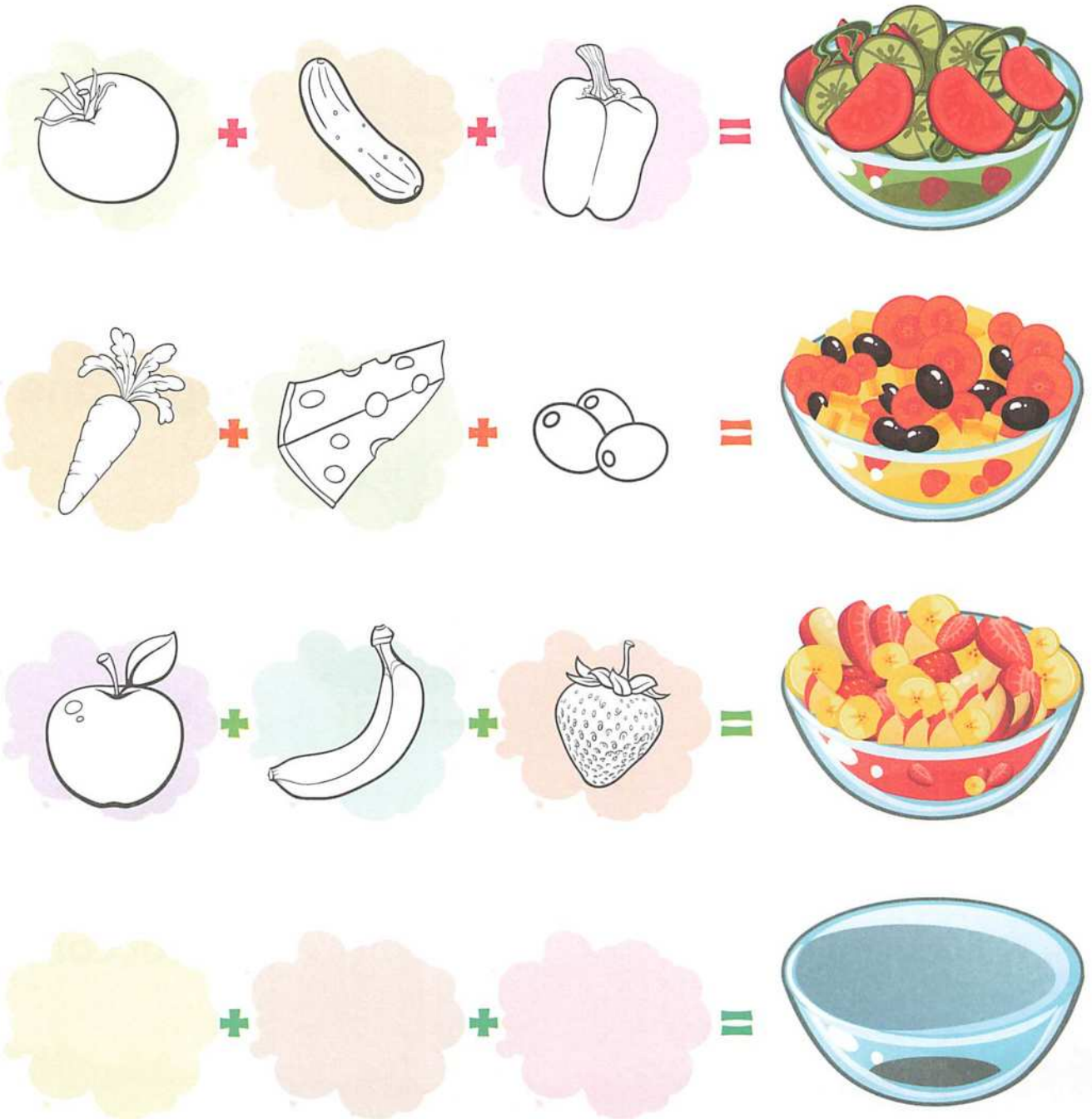


**Broccoli**

- Help your child to give other examples of plant parts that we can eat.
- Let your child repeat the words ( Flower - Stem - Leaves - Roots ).
- **Integration of subjects** : Science ( plants parts that we can eat ) - English ( repeat some words).
- **Life skills** : Observing - Differentiation - Good listening.

# My Salad

**Activity** Color the following components of salad, then draw the components of your favorite salad.



## Notes for parents

- Discuss with your child the benefits of different salads.
- Help your child to draw the components of his/her favorite salad.
- **Integration of subjects** : Economics and applied science (benefits of salad - nutrition and food science) - Art (coloring and drawing).
- **Life skills** : Set clear goals - Observing - Respect the opinions of others.

# Hunt For It

**Activity 1** Match the plant with its needs.



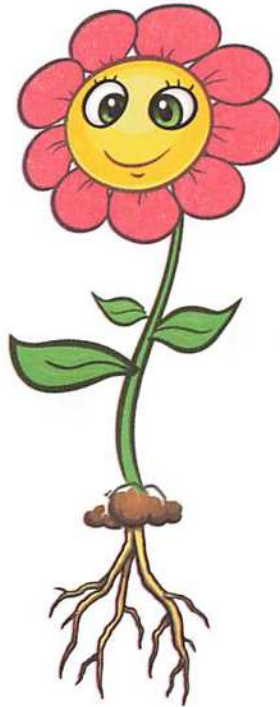
Butterfly



Water



Space



Bat



Soil



Air



Moon



Sunlight

- Help your child recognize the needs of plants to grow by matching the needs to the plant.
- Read the words with your child.
- **Integration of subjects** : Science (identifying the plant needs) - English (reading some words).
- **Life skills** : Observing - Selecting the appropriate alternative.



**Activity 2** Put ✓ on the picture that shows how to care for a plant.



**Notes for parents**

- Discuss with your child other ways about how to care for a plant.
- **Integration of subjects** : Science (how to care for a plant) - Social studies (acquire good behaviors toward plants).
- **Life skills** : Observing - Critical thinking - Identify the problem.



# My Photo Album

**Activity 1** Color the circles of **Living things** in blue  and color the circles of **non-living things** in red .



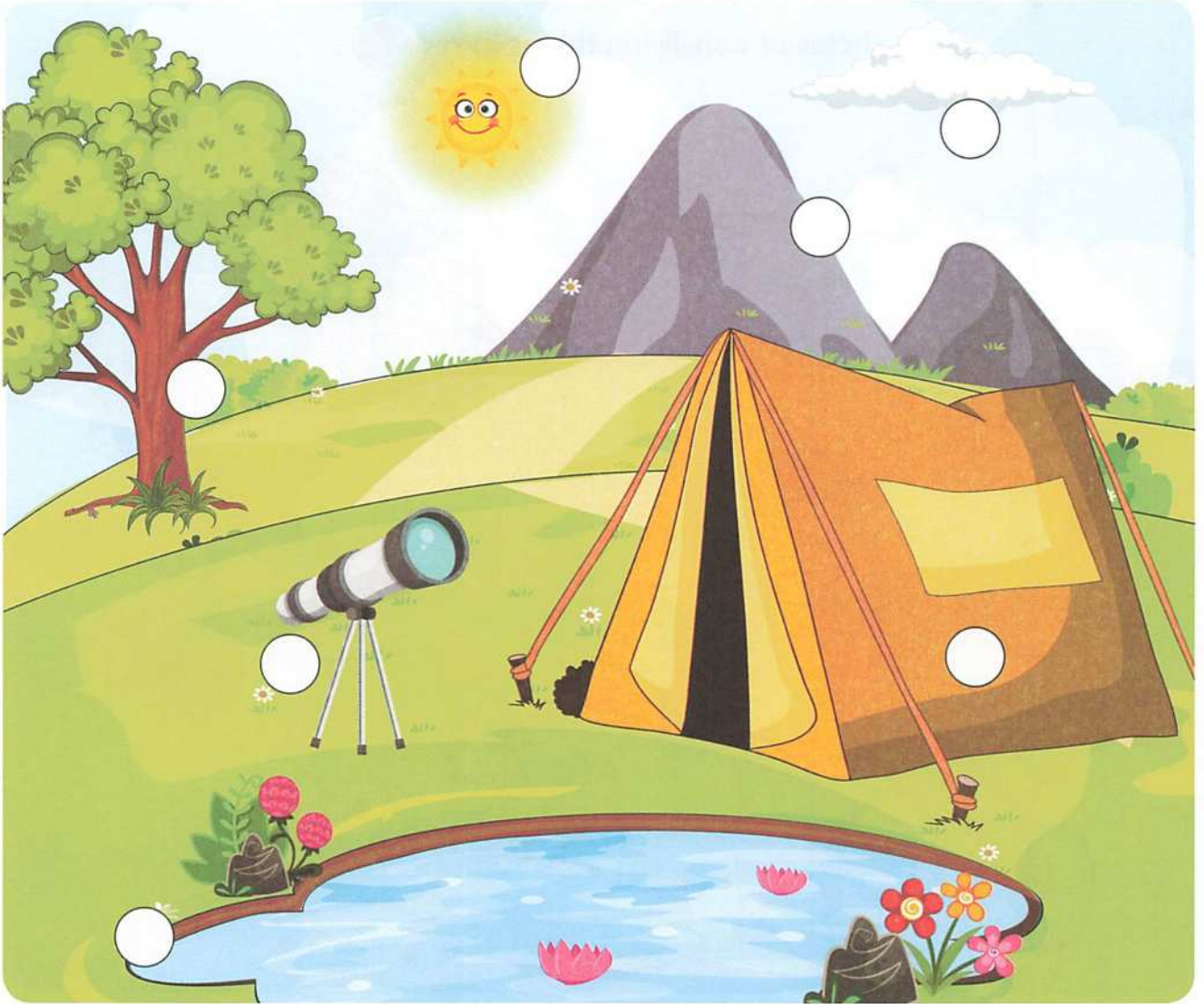
**How many ... ?**

Living things

Non-living things

- Help your child to differentiate between living things and non-living things.
- Help your child to count living things and non-living things.
- **Integration of subjects** : Science (living things and non-living things) - Art (coloring) - Math (counting).
- **Life skills** : Observing - Differentiation.

**Activity 2** Color the circles of **natural** objects in  and color the circles of **man-made** objects in 



**How many ... ?**

**Natural objects**

**Man-made objects**

**Notes for parents**

- Help your child to differentiate between natural and man-made objects.
- Let your child repeat the following words (Natural - Man-made).
- **Integration of subjects** : Science (differentiation between natural and man-made objects) - Art (coloring) - English (repeat some words).
- **Life skills** : Observing - Differentiation - Good listening.

# I have learned that

★ Plant consists of :



Flower



Stem

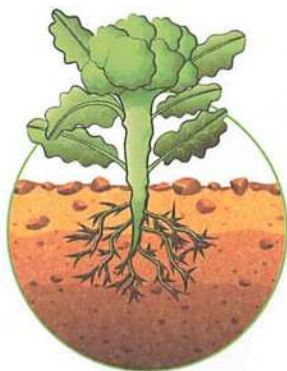


Leaves

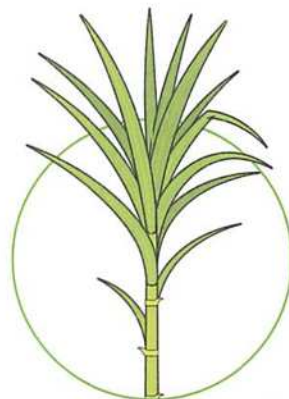


Roots

★ We can eat some parts of some plants like.



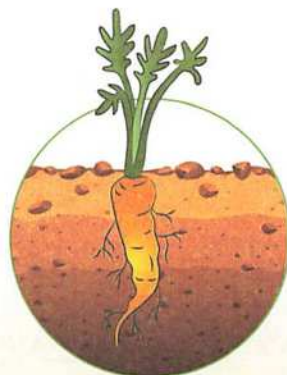
Flower as broccoli



Stem as sugarcane



Leaves as lettuce



Roots as carrot

# PROJECT

If I were a farmer

★ Stick your portrait to complete the picture, then color.



## Notes for parents

- Discuss with your child the importance of the farmer to us and also he/she must respect the farmer's work.
- Let your child mention some tools that the farmer uses.

★ Perform the following steps to plant some bean seeds in your home, then color the pictures.



1. Put some bean seeds in the soil.



2. Water the bean seeds.



3. Put the bean plant in the sunlight.

- Help your child to plant bean in home.
- Discuss with your child how to care for this plant.

Chapter

3

# Where Do We Find Water ?





## Learning outcomes

**By the end of this chapter, your child will be able to :**

- Describe places in the environment as natural features and man-made features.
- Describe rain as a source of water.
- Describe how water is important in student's lives.
- Categorize water uses.
- Orally describe picture using complete sentences.
- Identify natural water sources on a map.
- Differentiate between human made sources of water and natural sources of water.
- Act out ways water can become polluted.
- Experiment with ways to clean polluted water.
- Analyze the importance of caring for the environment to keep water clean.
- Collaborate to create a collage to show sources of water.



## Key vocabulary

- |                     |               |            |                 |
|---------------------|---------------|------------|-----------------|
| • Water             | • Rain        | • Map      | • Body of water |
| • Source            | • Environment | • Clouds   | • Sea           |
| • Mediterranean sea | • Lake Nasser | • Puddle   | • Clean         |
| • Man-made          | • Polluted    | • River    | • Pollution     |
| • Natural           | • Lake        | • Preserve | • Healthy       |



# Water Around Me

**Activity** Color the picture using your favorite colors but use the **blue** color only for coloring water.





## Notes for parents

- With your child, discuss what he/she knows about water.
- Help your child to recognize where he/she can find water around him/her.
- **Integration of subjects** : Science (water) - Art (coloring).
- **Life skills** : Observing - Self-expression.

# Man-made And Natural



**Activity** Color the circle of the pictures that represent **natural** features of water in  and the pictures represent **human-made** objects contain water in  as shown in the example.



- With your child, discuss different examples of man-made objects that contain water and examples of natural features of water.
- **Integration of subjects** : Science (man-made and natural features of water) - Art (using colors).
- **Life skills** : Critical thinking - Observing - Asking questions.

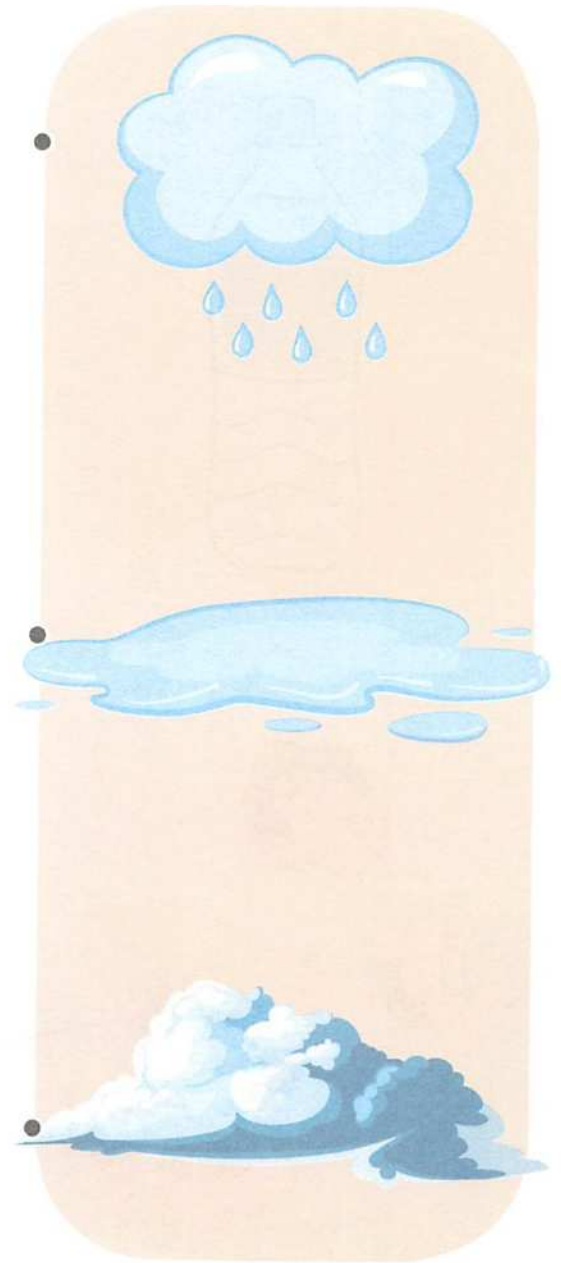
# Clouds, Rain And Puddles

**Activity** Trace the words below, then match each word to the suitable picture.

CLOUD

RAIN

PUDDLE



## Notes for parents

- Help your child to recognize clouds, rain and puddles in the surrounding environment.
- Let your child repeat the following words : cloud, rain and puddle.
- **Integration of subjects** : English (writing) - Science (clouds, rain and puddles).
- **Life skills** : Observing - Collecting and recording data.

# Rain, Rain, Falling Down

**Activity** Color the picture.



- Help your child to know that : - Clouds are formed by small drops of water.
  - The more water in the cloud the darker the cloud will look.
  - When the water in the clouds gets too heavy, it falls from the sky and that is what we call rain.
  - Rain from clouds forms puddles on the ground.
- **Integration of subjects** : Art (coloring) - Science (clouds, rain and puddles).
- **Life skills** : Asking questions - Collecting data - Good listening.

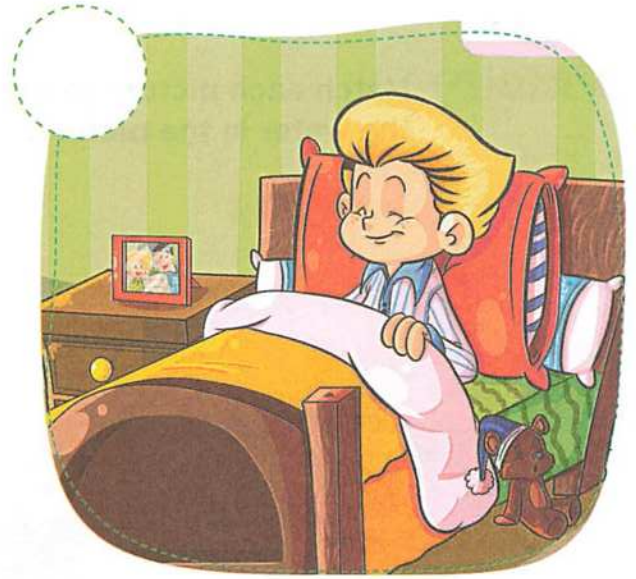
# Water In My Life

**Activity** Put ✓ in front of pictures that represent the daily uses of water, then draw a picture of you while using water.



## Notes for parents

- With your child, discuss different uses of water in his/her daily life.
- **Integration of subjects** : Science (uses of water) - Art (drawing) - Economics and applied sciences (nutrition and food science).
- **Life skills** : Critical thinking - Observation - Self-expression.



**Draw** *eeee*

# Water Use Sorting



**Activity** Match each picture to the suitable group that describes the use of the water in the picture.



Helps me

Helps Plants

For having fun



## Notes for parents

- Help your child sort different uses of water to suitable groups.
- Help your child to describe what is happening with water in each picture by mentioning who is in the picture and what he/she is doing with water such as : the boy is watering plants.
- **Integration of subjects** : Science (importance of water) - English (forming simple sentences).
- **Life skills** : Critical thinking – Classifying.

# I have learned that

★ There are natural water features around us such as rivers.



★ There are human made objects that contain water such as bottles.



★ Water :



Helps me




Helps plants



For having fun



# Map Of Egypt

**Activity** Color the bodies of water on the map of Egypt using the  by helping of the colored map.



## Notes for parents

- Help your child to identify the places of the bodies of water as the Mediterranean sea in the north of Egypt, Red sea at the east of Egypt, River Nile and Lake Nasser at the south of Egypt.
- **Integration of subjects** : Art (coloring) - Social studies (reading the map of Egypt).
- **Life skills** : Collecting data - Observing.

# Seas, Lakes, And Rivers

**Activity** Trace the letters below, then match each word with the suitable picture.



Lake



Sea



River

- Help your child to differentiate between the movement of water in the sea, river and lake.
- Let your child repeat the following words : "Sea, River and Lake".
- **Integration of subjects** : Science (movement of water) - English (repeating some words).
- **Life skills** : Observation - Critical thinking.

# Water In Egypt

**Activity** Complete the information of water objects in Egypt and their animals by circling ✓ or ✗ and an animal as in the answered example.



## Notes for parents

- With your child, discuss different information about the different water sources in Egypt.
- With your child, discuss the similarities and differences between the different water sources in Egypt like : it is natural or human-made, salty or not salty ... etc.
- **Integration of subjects** : Social studies (reading the map of Egypt) - Science (information about water sources).
- **Life skills** : Critical thinking - Collecting data.

# Clean the Water

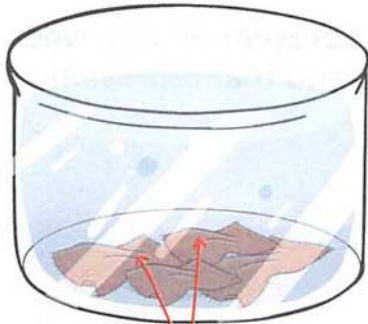


**Activity 1** Color the circles beside the pictures that represent people who behave in a good way towards water in ● and that represent people who pollute water in ●.

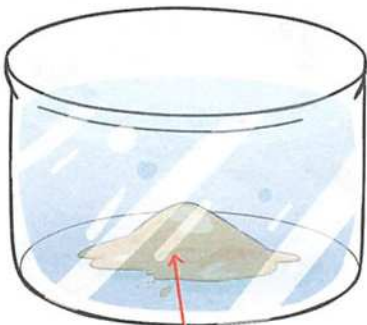
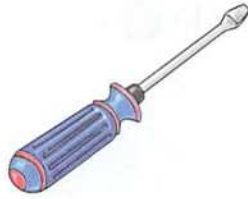


- Help your child to conduct in different behaviors to keep the water clean.
- **Integration of subjects** : Science (water pollution) - Art (using colors) - Economics and applied sciences (decrease consumption).
- **Life skills** : Problem solving - Sharing - Asking questions.

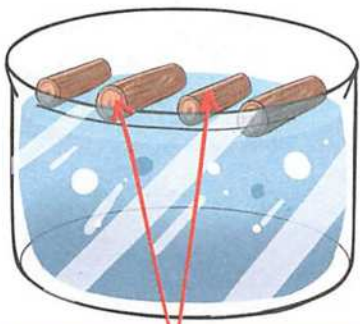
**Activity 2** Circle the suitable tool for cleaning each basin of polluted water.



Pieces of cloth



Sand



Pieces of wood



**Notes for parents**

- Inform your child that cleaning water is not an easy process.
- Let your child repeat the word : "Pollution".
- **Integration of subjects** : Science (pollution of water) - English (repeating words).
- **Life skills** : Problem solving - Critical thinking - Asking questions.

# Bottles In The River

**Activity** Count the bottles in the water of the lake in each picture then write beside each picture the number of bottles.

A boy throws three bottles in the lake



A girl throws two bottles in the lake

A man picks up one bottle from the lake



- Help your child to recognize the pollution around him/her.
- Help your child to count different things around him/her.
- **Integration of subjects** : Math (counting) - Science (pollution) - Social studies (responsibility).
- **Life skills** : Sharing - Problem solving - Observing.

# How I Can Help

**Activity** Color the circle of the person who acts in a responsible way towards the environment in **●** and who does not act in a responsible way towards the environment in **●**.



## Notes for parents

- Discuss with your child different ways of acting responsibly towards the environment.
- **Integration of subjects** : Science (preserving the environment) - Art (using colors) – Social studies (responsibility).
- **Life skills** : Critical thinking - Problem solving.

# I have learned that

★ Egypt has different sources of water.



★ We are responsible for keeping water sources around us clean.





# PROJECT

## Material needed :



Cotton



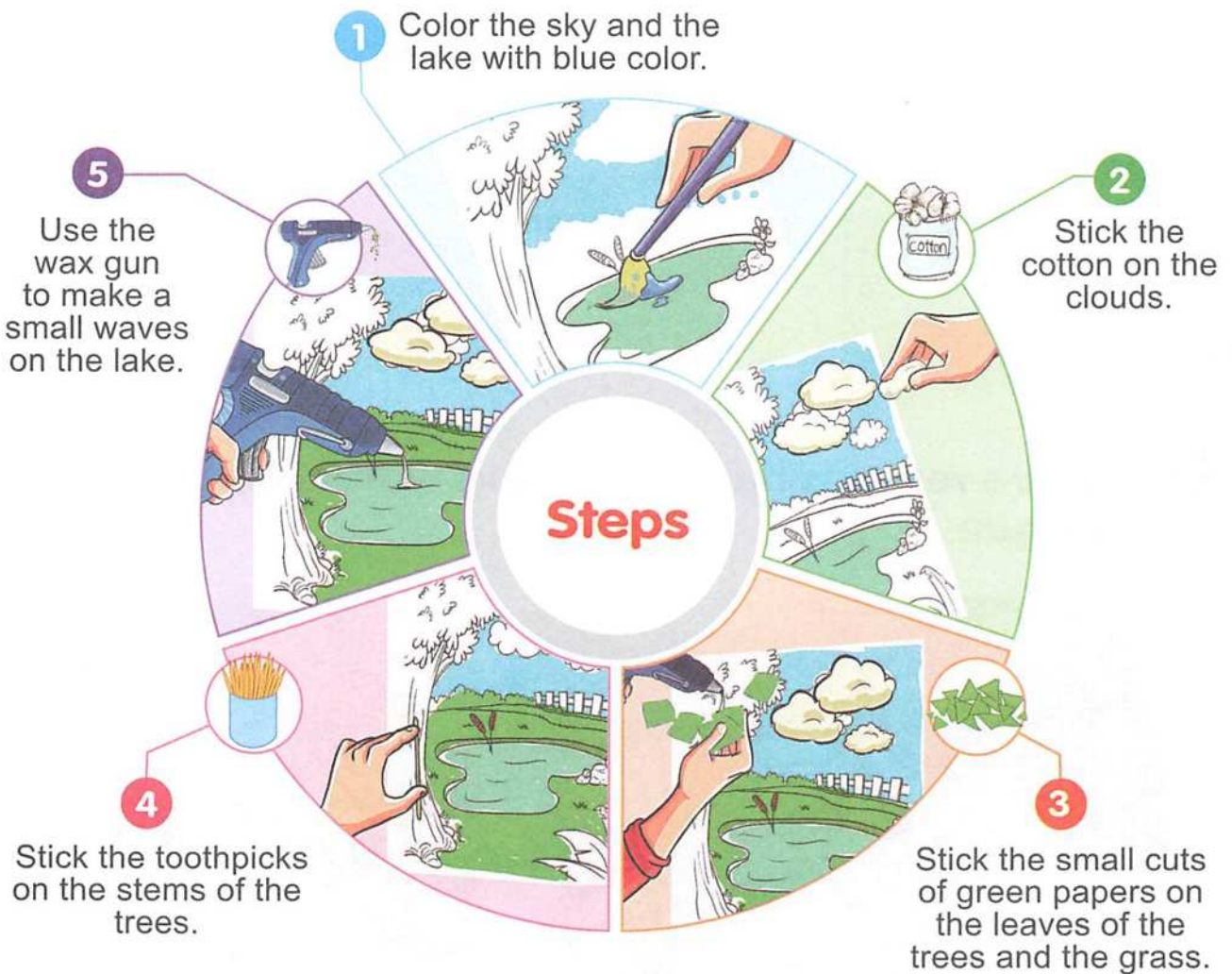
Wax gun



Toothpicks

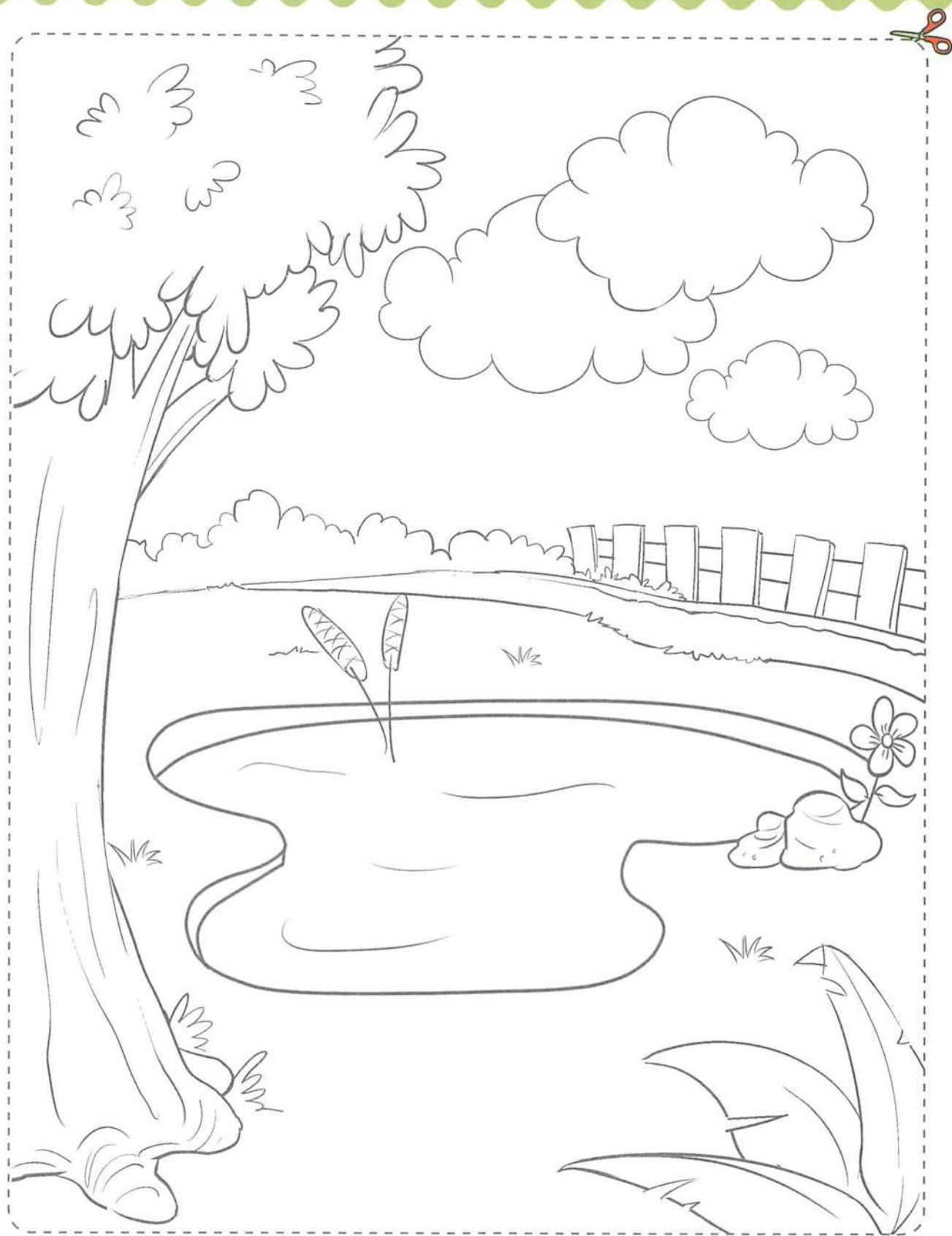


Small cuts of green papers



### Notes for parents

- Help your child with preparing the needed materials shown at the top of this activity.
- Help your child with using the wax gun for making the small waves on the lake.



- Help your child to cut this page using a plastic scissors and let him/her share it with the family members.

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for cutting the previous page.**



# Glossary

# THEME

# 1

# who Am I?

## Chapter 1

Geometry  
Self-portrait  
Taste  
Favorite  
Healthy  
Unhealthy  
Smell  
Touch  
Hear  
Recognize  
Short  
Long  
Triangle  
Square  
Rectangle  
Circle

هندسى  
صورة شخصية  
يتذوق  
مفضل  
صحى  
غير صحى  
يشم  
يلمس  
يسمع  
يلاحظ  
قصير  
طويل  
مثلث  
مربع  
مستطيل  
دائرة

## Chapter 2

Adult  
Tasks  
Count  
Movement  
Growing  
Life stages  
Human  
Seed  
Sprout  
Flower  
Plant  
Puppet

بالغ  
مهام  
يعد  
حركة  
النمو  
مراحل الحياة  
إنسان  
بذرة  
برعم  
زهرة  
نبات  
دمية

## Chapter 3

Behind  
In front of  
Outside

خلف  
أمام  
خارج

Inside  
Near  
Far  
Texture  
Rubbing  
Soft  
Hard  
Smooth  
Rough  
Classify / sort  
Library  
Park  
Information  
Job  
Tools  
Cleaner  
School doctor/ School physician  
Secretary

داخل  
قريب  
بعيد  
خامة  
دلك  
لين  
صلب / جامد  
ناعم  
خشن  
يرتب / يصنف  
مكتبة  
حديقة  
معلومات  
مهنة  
أدوات  
عامل نظافة  
طبيب المدرسة  
سكرتيرة

# THEME

# 2

# The World Around Me

## Chapter 1

Take care	يعتنى بـ
Driving	قيادة
Daily routine	الروتين اليومي
Characteristics	صفات
Life cycle	دورة حياة
Needs	احتياجات
Wants	رغبات
Healthy	صحي
Require	يتطلب / يحتاج
Observation	الملاحظة
Protecting	الحماية
Feeding	تغذية / إطعام
Desert	صحراء
Forest	غابة

## Chapter 2

Living things	أشياء حية
Non-living things	أشياء غير حية
Breathe	يتنفس
Map	خريطة
Above	فوق
Below	تحت
Seasons	فصول السنة
Survival	البقاء حى
Environment	البيئة
Eyelashes	رموش العين
Cactus	نبات الصبار
Stem	ساق النبات
Leaves	أوراق النبات
Roots	جذور النبات
Lettuce	الخس
Sugarcane	قصب السكر
Carrot	الجزر
Broccoli	نبات البروكلى
Salad	سلطة

Natural	طبيعى
Man-made	صناعى / من صنع الإنسان
Bean seeds	بذور الفول

## Chapter 3

Clouds	السحاب
Rain	المطر
Puddle	بركة ماء
Mediterranean sea	البحر المتوسط
Red sea	البحر الأحمر
River Nile	نهر النيل
Lake Nasser	بحرية ناصر
Throw	يلقى
Bottle	زجاجة
Pick up	يلتقط

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blank for cutting certificate on  
the next page.**

# Certificate



**Congratulations to**

*Name:* .....

*Date:* .....

**for successfully finishing this book**





- Pack of coloring pencils
- "My Puppets" models
- Stickers

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# KG 1

FIRST TERM

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