



Mathematics

By a group of supervisors

PARENTS' GUIDE 2022



STICKERS INCLUDED

Part 2 **DISCOVER**

KG1
FIRST TERM

Mathematics

Parents' Guide

By a group of supervisors



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KG1

FIRST TERM



Name :

School :

Grade : **Class :**

Teacher's name :



Calendar 2021

January

| S | S | M | T | W | T | F |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

February

| S | S | M | T | W | T | F |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | | | | | |

March

| S | S | M | T | W | T | F |
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| | | 1 | 2 | 3 | 4 | 5 |
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

April

| S | S | M | T | W | T | F |
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |

May

| S | S | M | T | W | T | F |
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| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

June

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| | | | 1 | 2 | 3 | 4 |
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| 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 | | |

July

| S | S | M | T | W | T | F |
|----|----|----|----|----|----|----|
| | | | | | 1 | 2 |
| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | | | | | | |

August

| S | S | M | T | W | T | F |
|----|----|----|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |

September

| S | S | M | T | W | T | F |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

October

| S | S | M | T | W | T | F |
|----|----|----|----|----|----|----|
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |

November

| S | S | M | T | W | T | F |
|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

December

| S | S | M | T | W | T | F |
|----|----|----|----|----|----|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | 31 |

Days of the week :

Saturday

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

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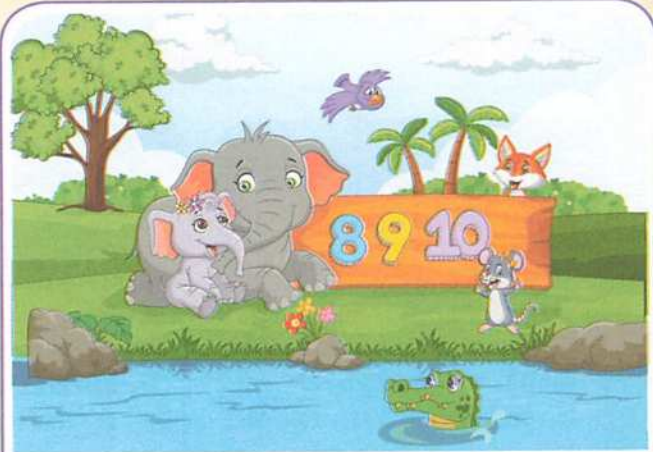
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Chapter 1

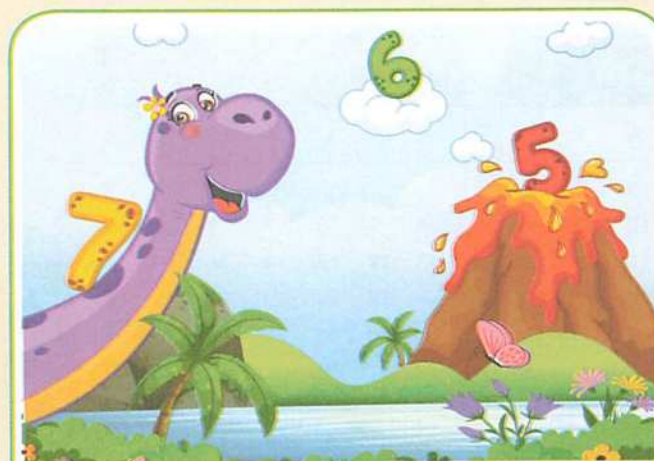
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General Notes for parents

Dear parents...

This guide is intended to help you work with your child to improve his or her high ordered thinking (H.O.T.) in mathematics.

It contains activities which are arranged according to the daily practice at school. Each of them has been prepared in harmony with what your child learned at school, and focusing on specific skills.

You will find in each page of this guide, a hint about what your child learned at school (day by day), and the related home activities.

Each activity is clearly labeled with the skill it teaches, and with some additional information, and further activities or experiments written especially for you.

The book is designed in an artistic and beautiful way, to make your child appreciate colorful illustrations and have fun doing the different exercises.

For a better use of this guide, and for getting better results, here are some remarks and suggestions for you, parents :

- Try to make your child's learning time secure and happy.
- Do your best to transmit the message that learning is challenging, enjoyable, and rewarding.
- When you are working with your child using this guide, encourage him/her to talk and to explain (Why? How? ...)
- Connect math to daily life, and encourage your child to tell or show you how he/she uses math in daily life.
- Praise your child's successes and encourage his/her efforts.
- Offer positive help when your child makes a mistake, and treat errors as opportunities to help your child learn something new.

General Notes for parents



Making Math Fun

Children learn about the world around them through play and by talking with adults.

Parents can watch their children at play and ask them questions such as:

"How many are there?"

"Which is bigger?"

"Can you bring me two spoons?"

"Can we count using blocks?"

When reading to your child, treat it like a conversation and ask questions such as, "How many dinosaurs are there? If another dinosaur comes, how many would there be?" Asking, "How do you know?" is a good way to help children understand numbers.

Simple board games often help children learn math skills. Games can be a fun activity for the whole family. Playing with blocks is another fun way to count and compare objects. The more practice children have with numbers, the more they will develop their math skills.

Different ways to hold a pencil

It is important that you help your child hold his/her pencil in the correct way as shown here to ensure your child develop the right technique early on.



Important skills for children to know and be able to do in kindergarten include :

Saying the sequence of numbers(one,two,three,...)

Counting objects up to 10 and answering,"How many?"

Comparing objects to say which is bigger or smaller ,longer or shorter, lighter or heavier

Sorting objects by color,shape,or size

Naming the shapes



How to use this guide ?

Outcomes

Describe the skills your child will learn in this chapter.

Key vocabulary

New vocabulary your child need to learn through this chapter.

Activities at home / Art center

Activities to share with your child at home.



Outcomes

At the end of chapter one, your child will be able to:

- Identify the month, day and date
- Count from 1 to 4
- Count objects to tell how many there are up to the number 4
- Sky write numbers from 1 to 4
- Use manipulatives
- Make equivalent sets up to 4
- Use a five frame to recognize quantities 1-4
- Use dot cards to recognize quantities 1-4
- Draw circles
- Identify and count sides and corners of a triangle
- Draw triangles
- Identify and count sides and corners of a square
- Draw squares
- Identify and count sides and corners of a rectangle
- Compare squares and rectangles
- Compare lengths using the terms longer and shorter



Key vocabulary

- | | | | |
|------------------|-------------|---------------|----------------|
| • Calendar | • Month | • Day | • Date |
| • One | • Two | • Three | • Four |
| • Five frame | • Dot cards | • Sky writing | • Circle |
| • Triangle | • Square | • Rectangle | • Sides |
| • Corners | • Compare | • Length | • Long/ Longer |
| • Short/ Shorter | • Sort | | |

Activities at home

Calendar time

Introduce the calendar. Explain that it shows the names of the months, the names of the days and the number of the days. Every day say the names of the days and months and ask your child to repeat after you. Point to today's date and say the whole date and have your child repeat after you.



Sky writing

Before your child writes the numbers using the pencil, train your child to write numbers in the air.

You will need to create the following chart :



Sky writing posture: standing with dominant hand raised straight out (do not bend the elbow). Use two fingers and rotate at the shoulder when Sky Writing.

Write on the lines and says the steps out loud. Then your child trace the number in the air.

Counting

Counting everything!

Count toys, pencils, and items of clothing.

Help your child count by pointing to and moving the objects as you say each number out aloud.

Count with your child by moving bodies in patterns as : clap your hands and say 1, pat your knees and say 2, jump and say 3 and turn around and say 4.



Make shapes

Let your child work with his/her friends to make shapes with their bodies.



Art center



Making numbers posters

Help your child cut out magazine pictures. Then let him/her make groups of 1,2,3 and 4, and glue the pictures onto pieces of paper labeled by 1,2,3 and 4.



Drawing numbers pictures

Invite your child to draw pictures of 1,2,3 and 4 things that relate to a familiar story.



Drawing shapes

On a paper draw triangle, square, rectangle and circle. Ask your child to place a rope along the circle and straws along the sides of the rest shapes.



Using clay to make shapes

Flat the clay with a rolling pin or your hands. Once you have a smooth surface, help your child to use a plastic knife to cut a triangle, a circle, a square and a rectangle.

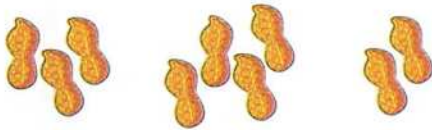


The number two

2



Circle the group of 2.



Notes for parents

- Ask your child to raise two fingers to show 2.
- Help your child to write 2 in the air.
- Ask your child to find a group of 2 items in your home.

Title

The page title describes the skill your child will learn in this page and in the opposite page.

Direction

What your child needs to do for the activity. Help your child by reading the directions and let him/her answer the question.

Notes for parents

Notes include extra activities you might want to do with your child to further reinforce the skill or simply make it more enjoyable.

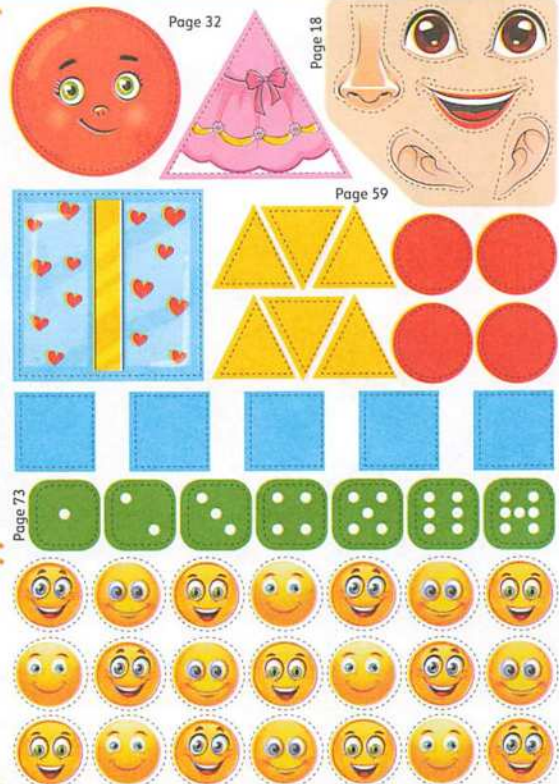
Stickers

Stickers at the end of the book to be use through the activities of the book.

Smiley faces stickers

Place a smiley face at the end of each lesson.

Stickers Chapter 1 & Chapter 2



Chapter

1



2





Outcomes

At the end of chapter one, your child will be able to:

- Identify the month, day and date
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- Draw squares
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- Compare squares and rectangles
- Compare lengths using the terms longer and shorter



Key vocabulary

- | | | | |
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| • Calendar | • Month | • Day | • Date |
| • One | • Two | • Three | • Four |
| • Five frame | • Dot cards | • Sky writing | • Circle |
| • Triangle | • Square | • Rectangle | • Sides |
| • Corners | • Compare | • Length | • Long/ Longer |
| • Short/ Shorter | • Sort | | |



Activities at home



Calendar time

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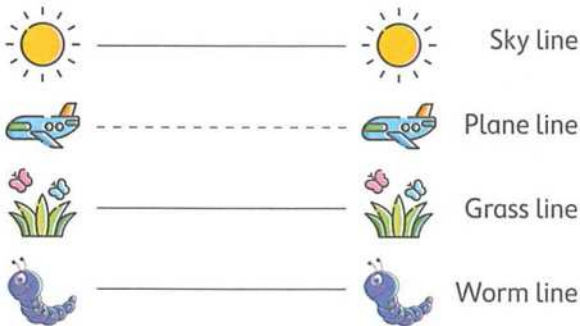
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Art center



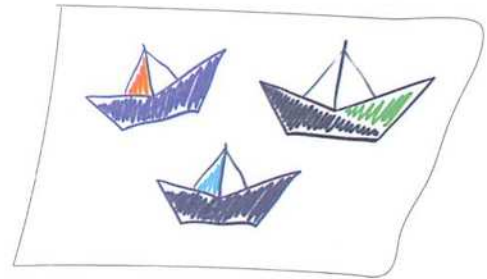
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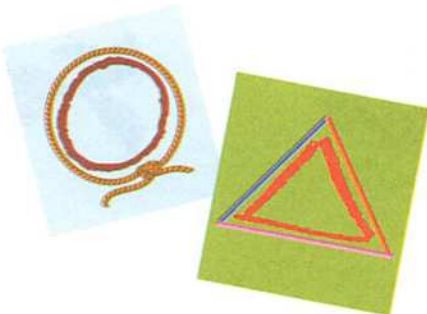
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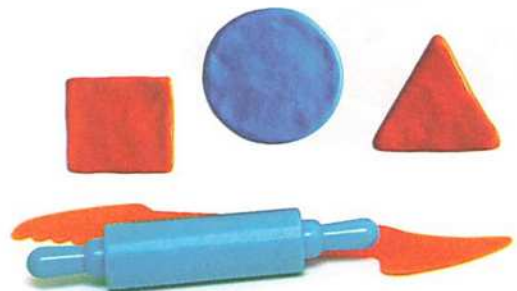
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Using clay to make shapes

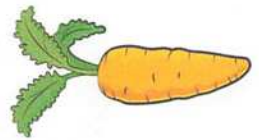
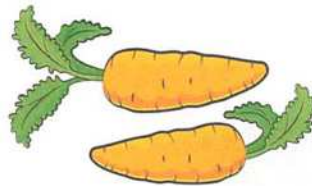
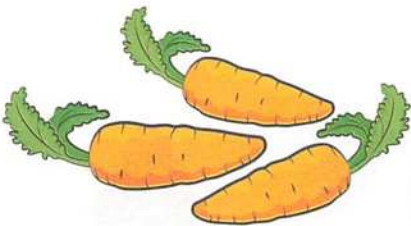
Flat the clay with a rolling pin or your hands. Once you have a smooth surface, help your child to use a plastic knife to cut a triangle, a circle, a square and a rectangle.



The number one







Circle the group of 1.

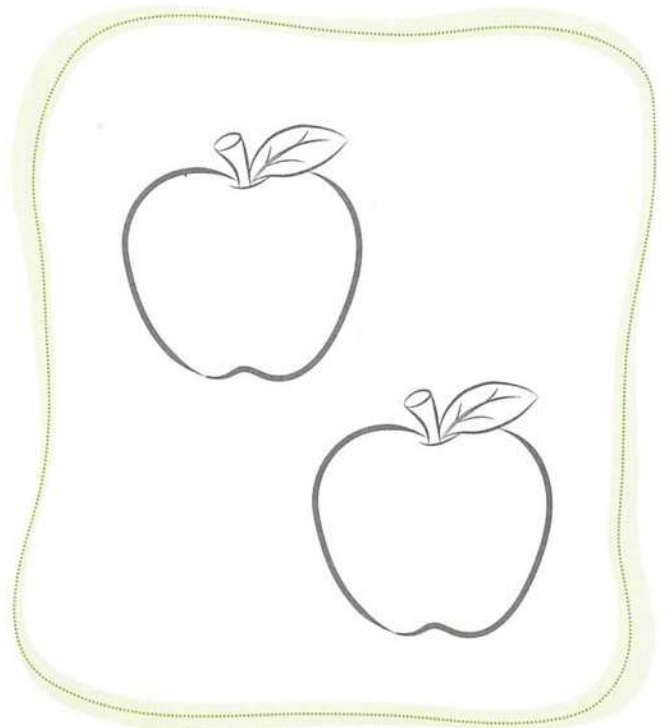
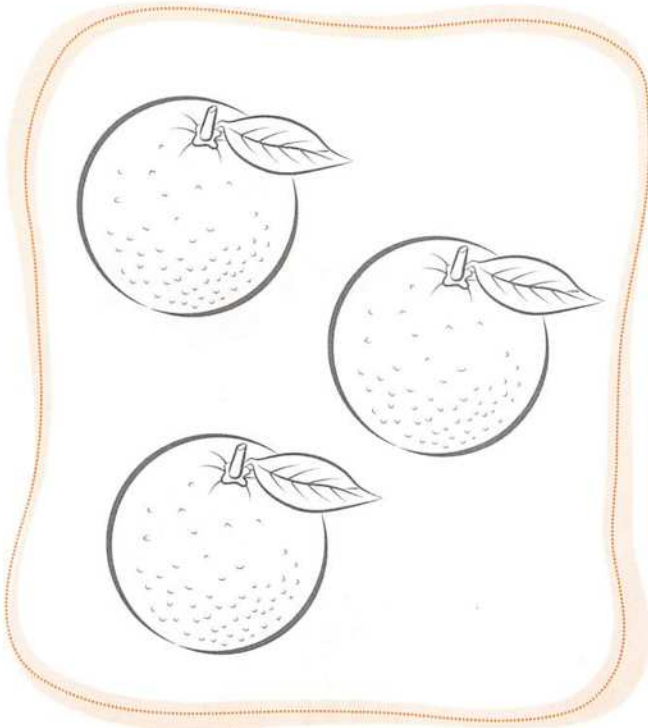


Notes for parents

- Ask your child to raise one finger to show 1.
- Help your child to write 1 in the air as shown the "activities at home" page in the beginning of this chapter.

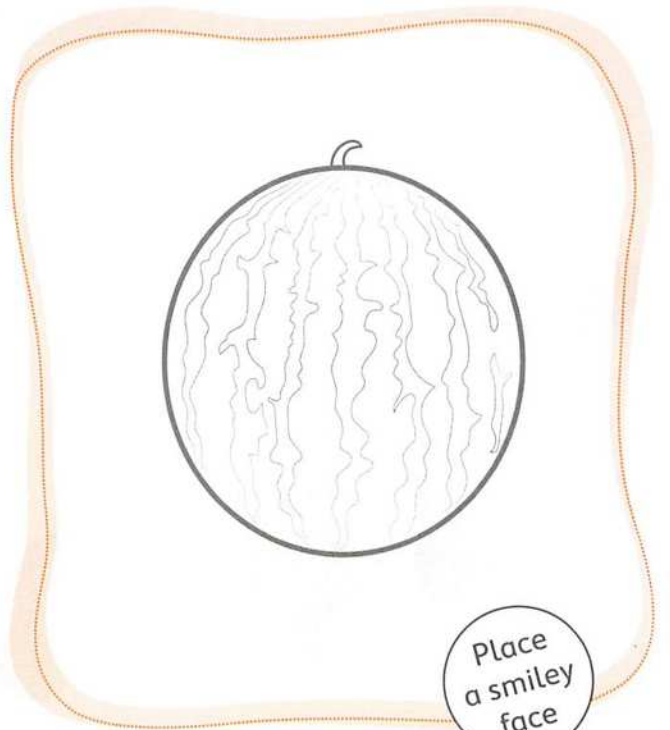
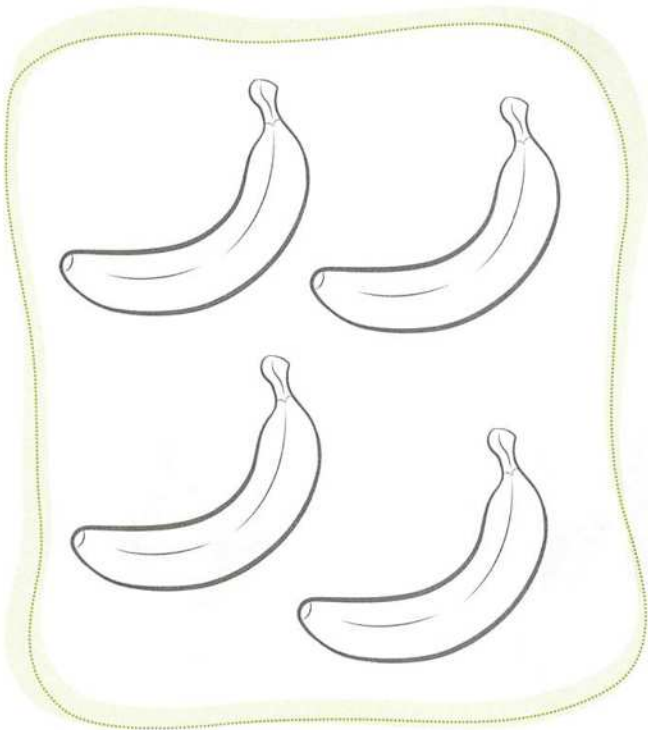
 Color 1  **orange.**

 Color 1  **red.**



 Color 1  **yellow.**

 Color 1  **green.**



Place
a smiley
face

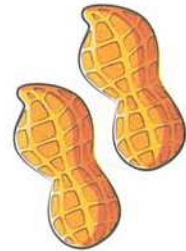
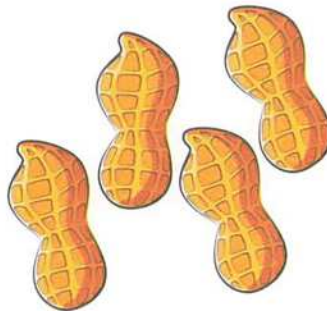
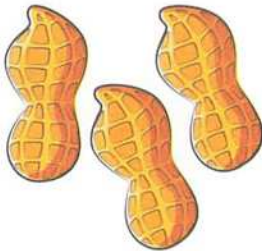
• On the calendar, point to the month and say its name and let your child repeat the month aloud.

The number two

2



Circle the group of 2.



Notes for parents

- Ask your child to raise two fingers to show 2.
- Ask your child to find a group of 2 items in your home.
- Help your child to write 2 in the air.



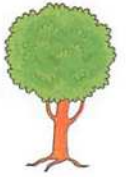
Circle 2



Circle 2



Circle 2



Place a smiley face

• On the calendar, point to the days of the week. Say each day and let your child to repeat the days after you.

Fun with 1 & 2



Use stickers to complete the face.



Note

The stickers are at the end of the book.

Stick 1



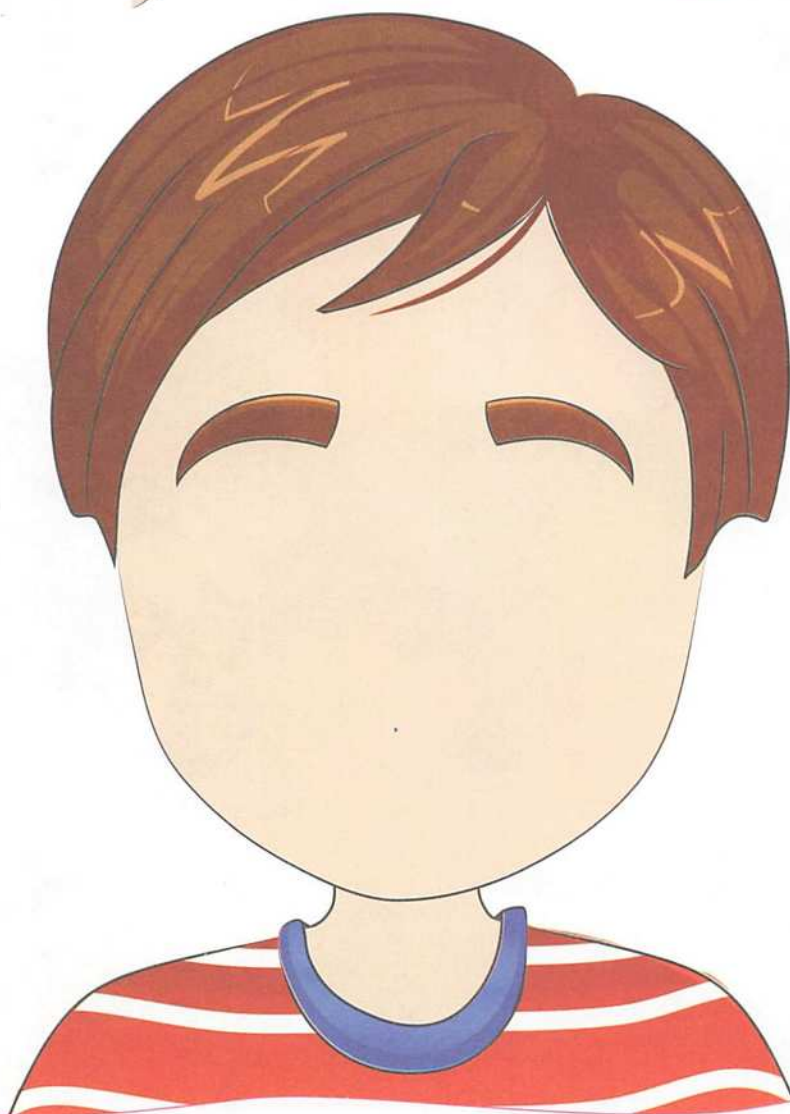
Stick 1



Stick 2



Stick 2



Notes for parents

- Give your child 2 squares and 2 triangles. Ask him/her to count squares and count triangles and make equivalent sets up to 2.



Circle 1



Color 2



Color 2

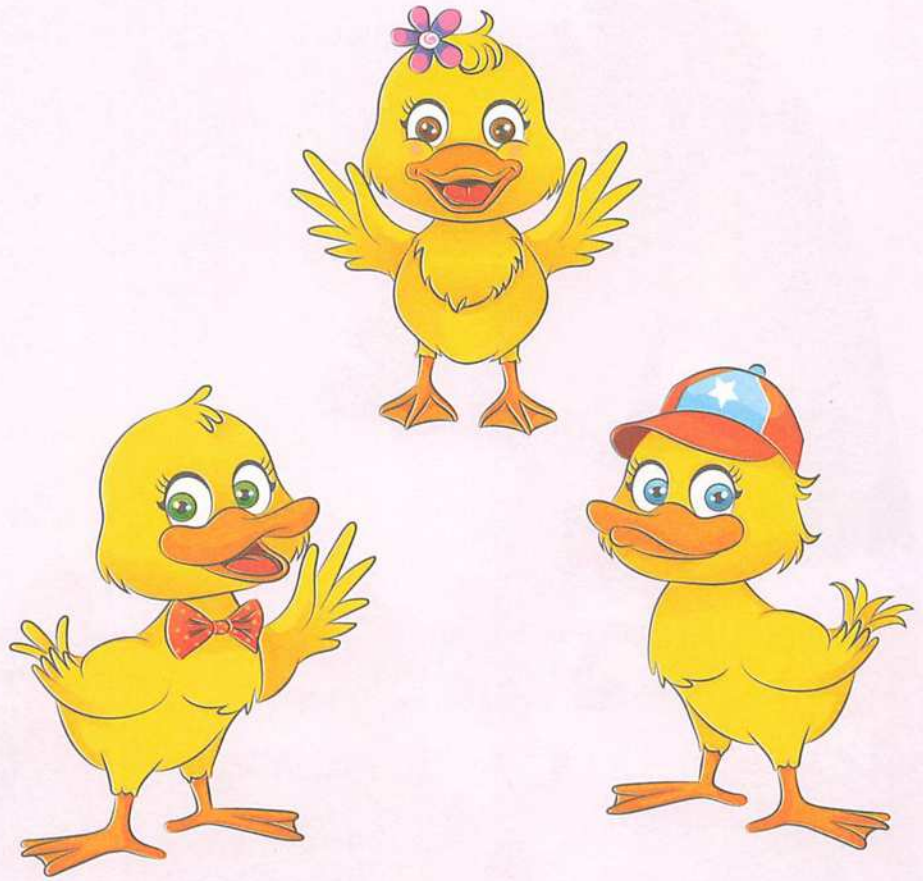


Place a smiley face

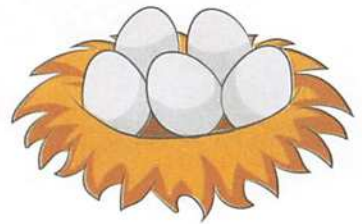
• Ask your child to hop 1 hop and clap his / her hands 2 times.

The number three

3



Circle the group of 3.

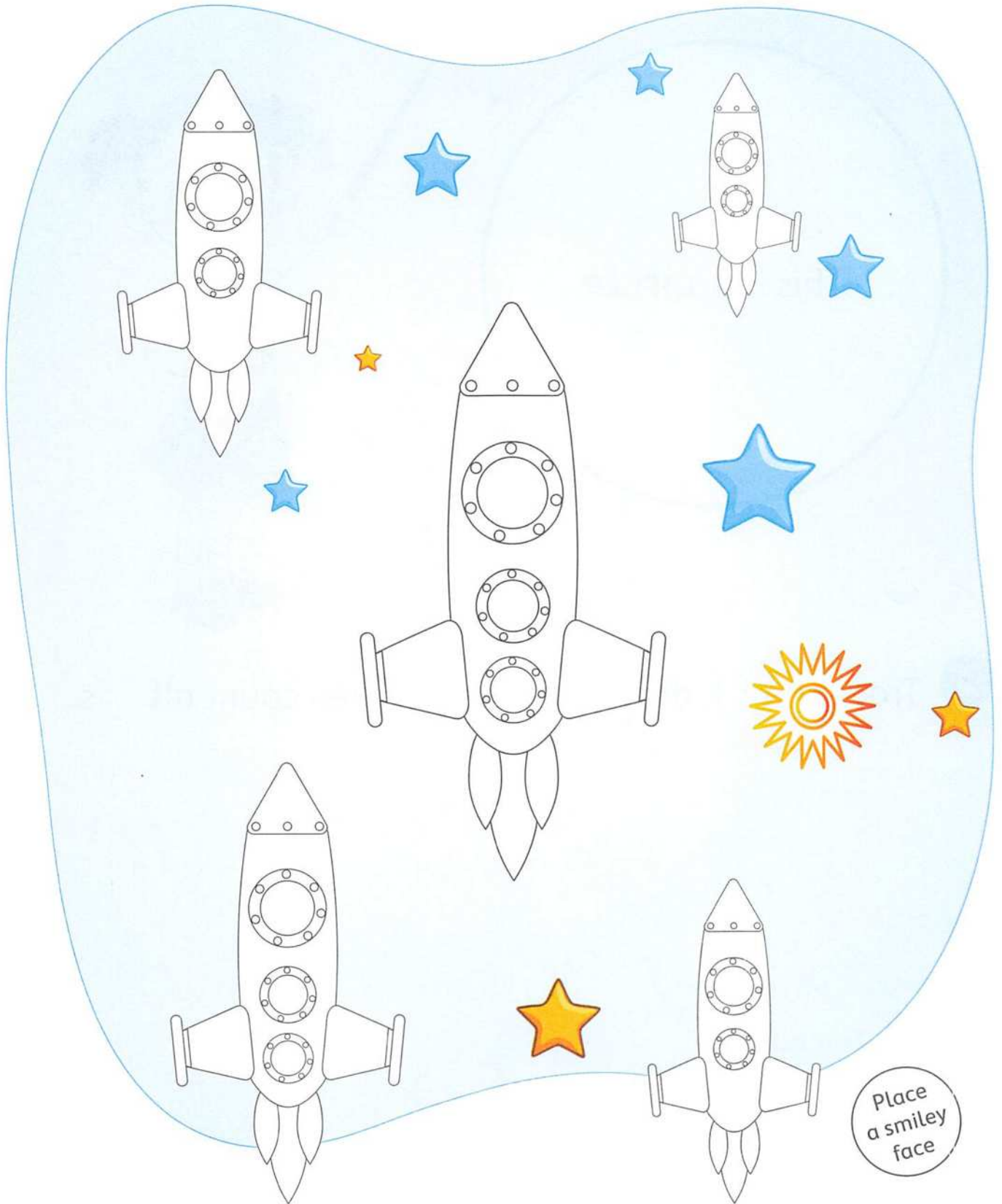


Notes for parents

- Ask your child to use small objects such as coins to show a group of 3 things.



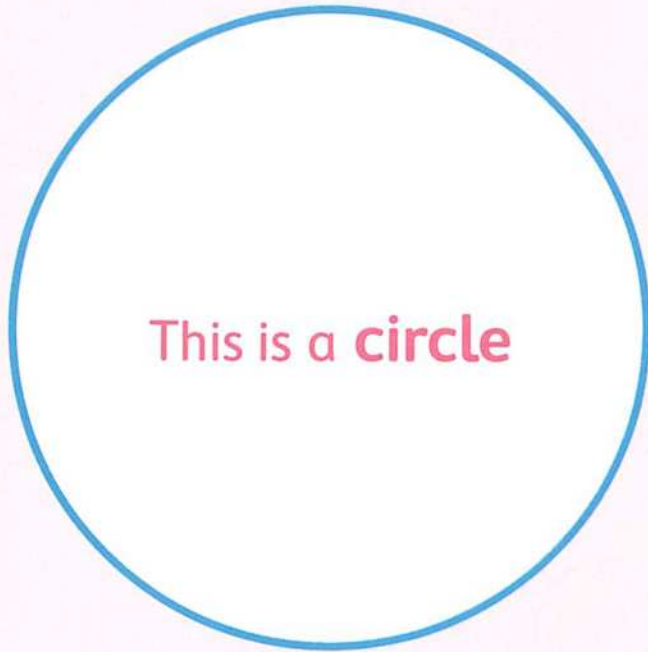
Color the rocket ships that have 3 windows.



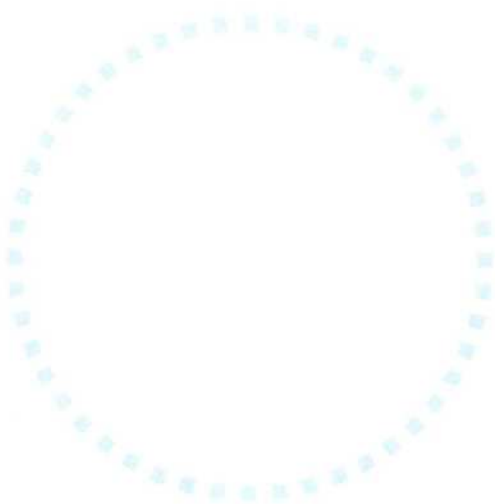
Place a smiley face

• Ask your child to find 2 things at home which have the same color and 3 things which have different colors.

The circle



Trace the ○, draw 2 more ○s. Then count all ○s.



Notes for parents

22

- Ask your child to draw 3 circles in his/her notebook and put 1 bean in each circle, let him/her to count the beans.

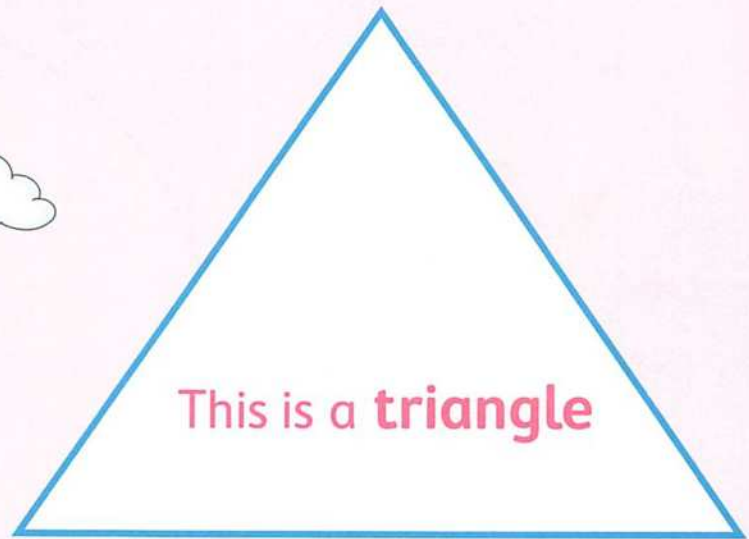


Trace the circles and color them to complete the picture.

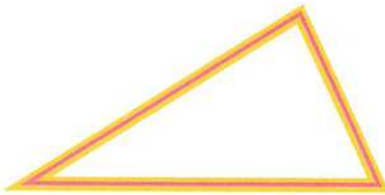


- Ask your child to trace a circle around his/her face.
- Ask your child to find 3 circular objects at home.

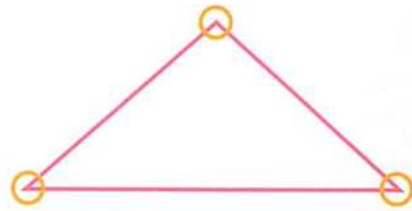
The triangle



Triangle has 3 sides



Triangle has 3 corners



Trace the , draw 2 more  s. Then count all  s.



Notes for parents

- Ask your child to draw a triangle in the air.
- Ask your child to draw 3 triangles in his / her notebook.



Trace the triangles in the picture and color them.



• Ask your child to find 3 triangular objects around your home.

The number four

4



Circle the group of 4.



Notes for parents

- Ask your child to draw an animal that has 4 legs.



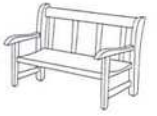
Circle 4



Circle 4

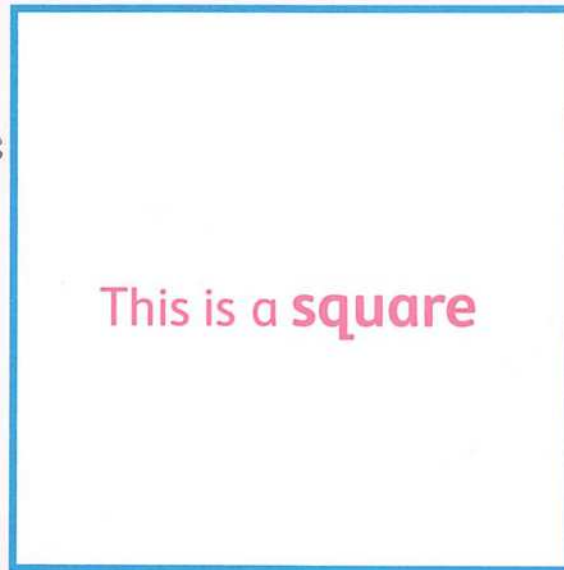


Circle 4

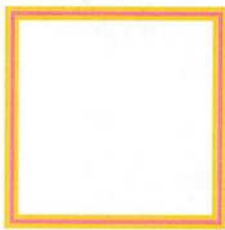


- Look for various situations to help your child counting up to 4, for example ask your child to name 4 of his / her friends.

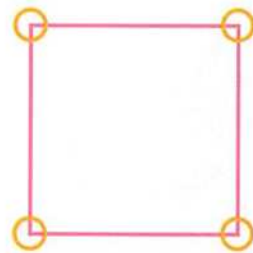
The square



Square has 4 sides
equal in length



Square has 4 corners



Trace the , draw 3 more s. Then count all s.



Notes for parents

- Ask your child to draw 4 squares different in size in his/her notebook and then ask him/her to put one bean in each square and count as he/she place one bean in each square.

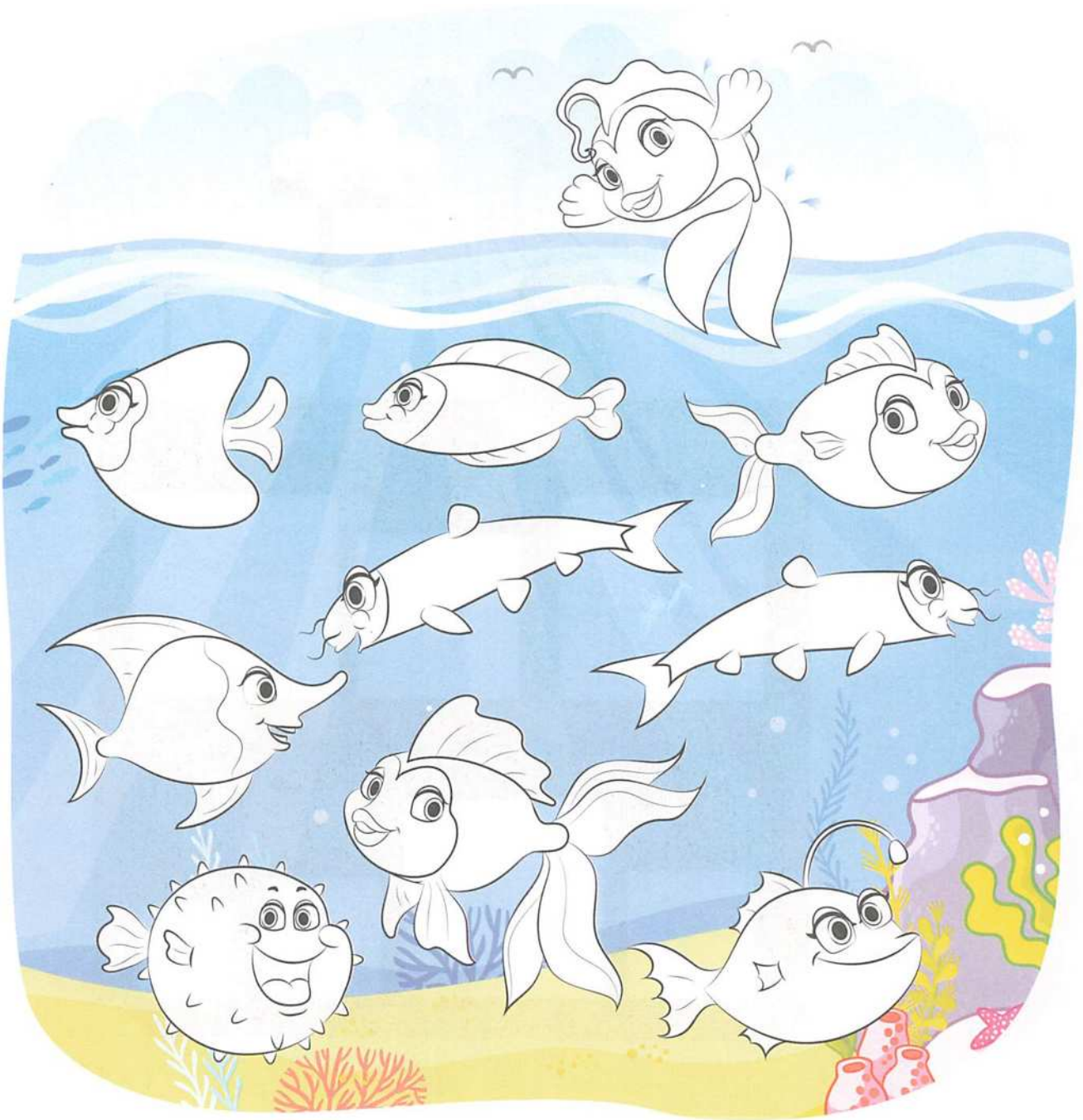


Trace all the squares and color them to complete the picture.



• Ask your child to show you a square and tell how many sides and corners it has.

Fun with numbers 1, 2, 3 & 4

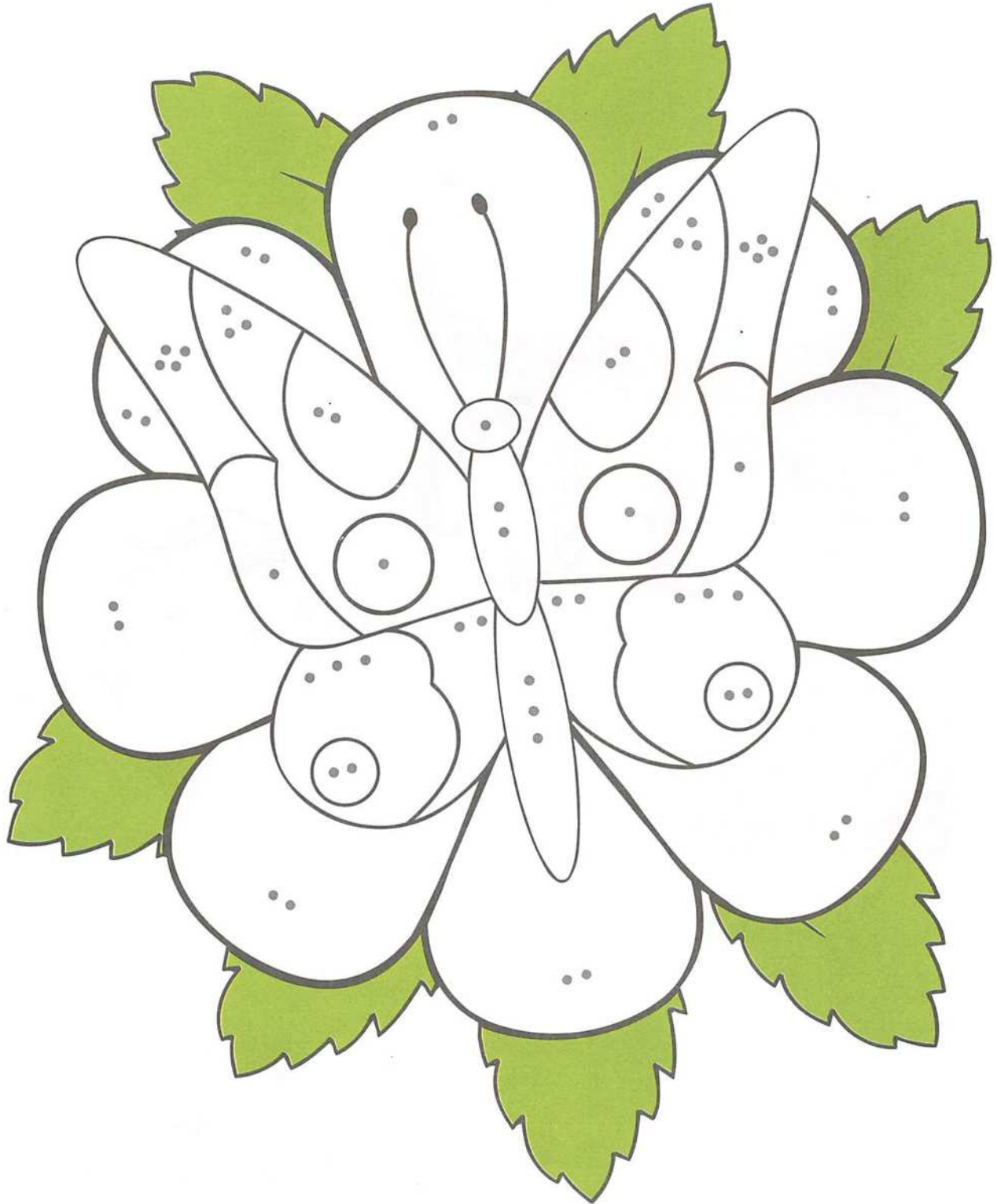
Color 4 fish **red**.Color 3 fish **orange**.Color 2 fish **blue**.Color 1 fish **yellow**.

Notes for parents

- Ask your child to use coins to show a group of four and another group of three.



Color the picture.

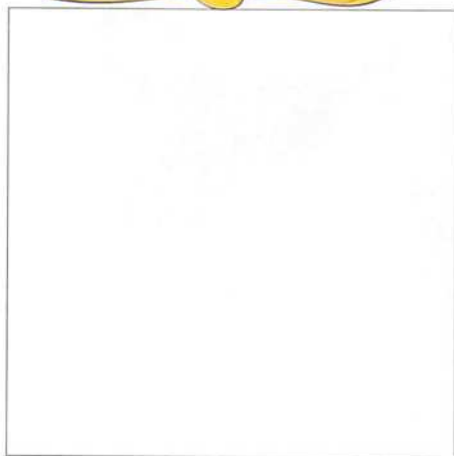
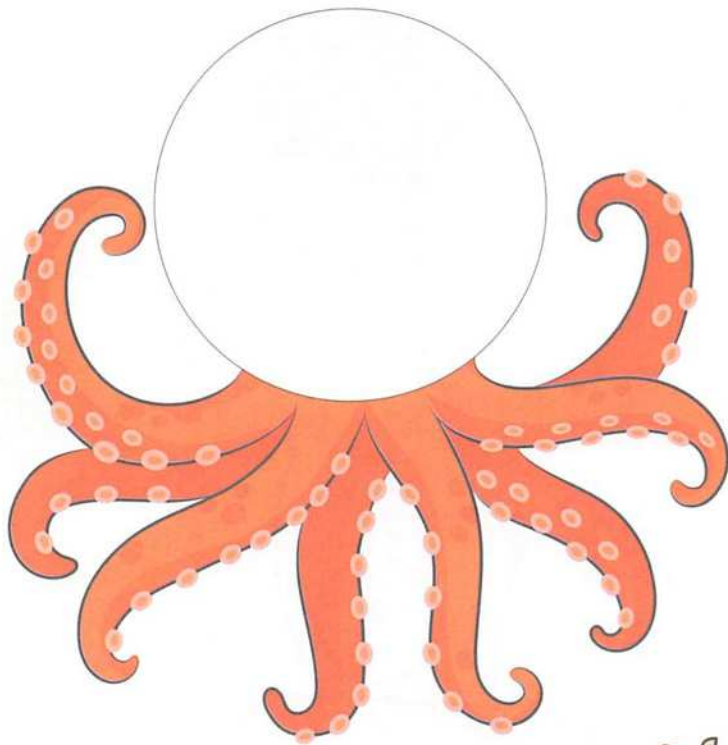


• Ask your child to count the dots loudly and color the picture according to the coloring key.

Fun with shapes



Use the stickers to complete each picture below.



Notes for parents

- Ask your child to draw several circles, triangles and squares in his / her notebook.

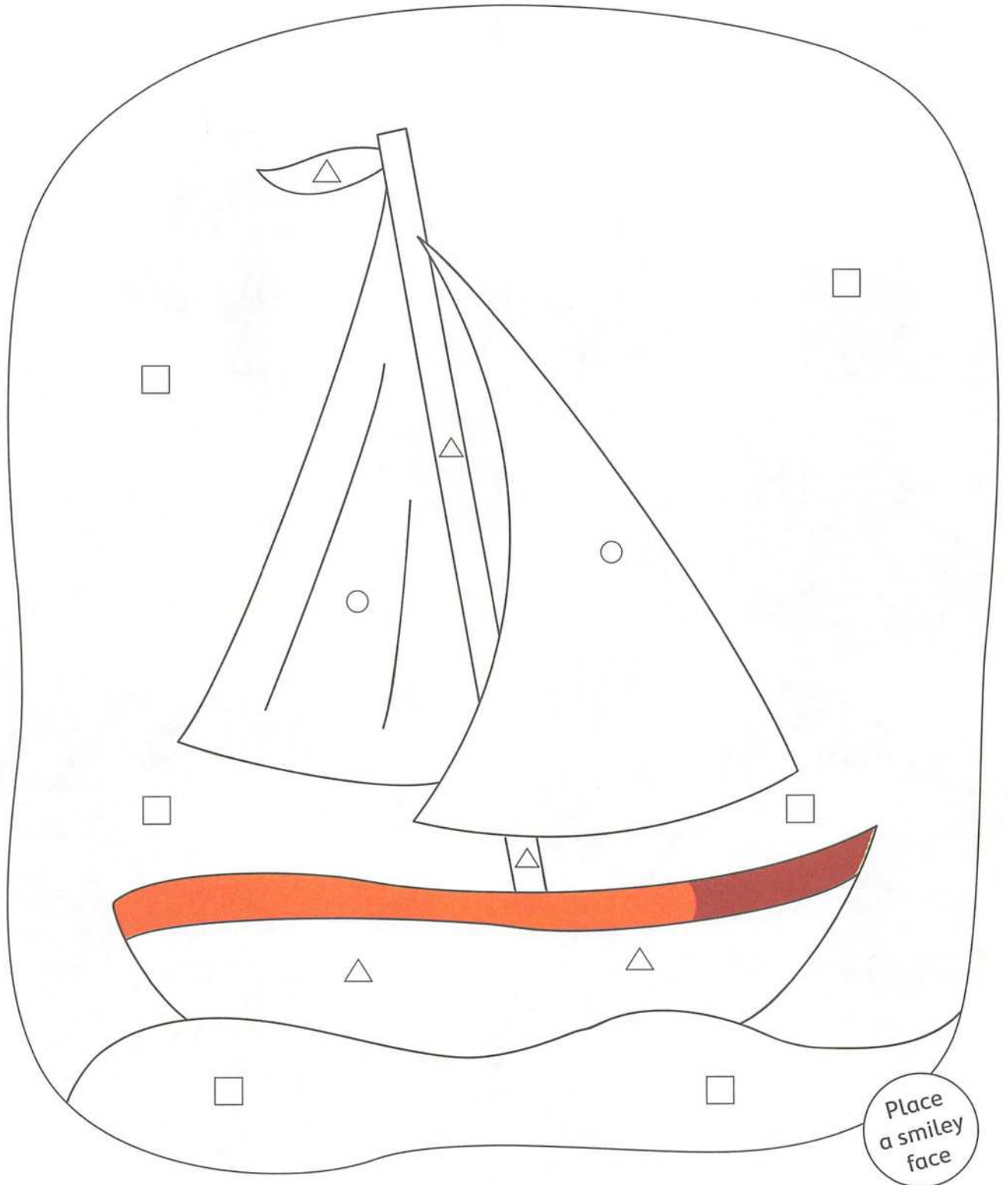


Color the picture.

△ = brown

□ = blue

○ = orange



• Ask your child to draw a picture of a house made from squares, triangles and circles.

Counting up to 4



Find

1



2



3



4

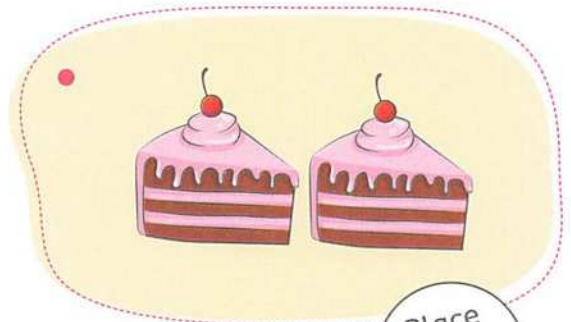
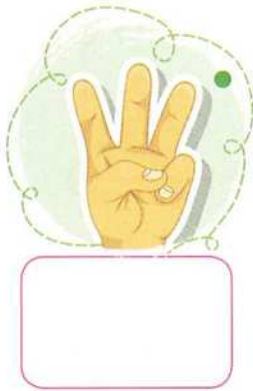
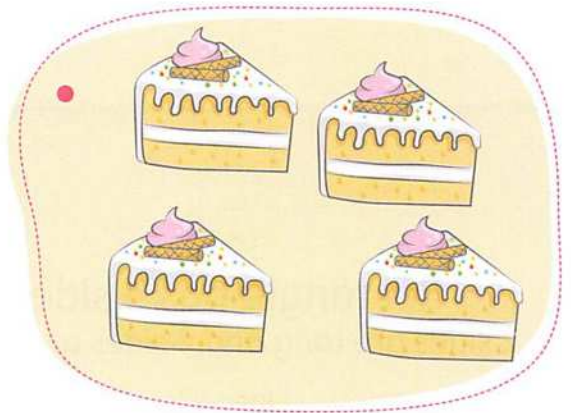
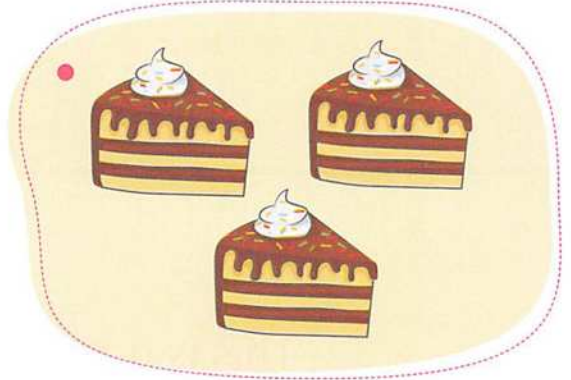


Notes for parents

- Encourage your child to practice counting numbers 1 - 4.



Draw dots according to the raised fingers. Join.



Place a smiley face

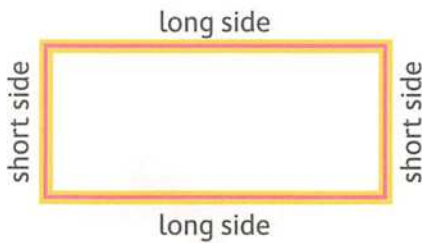
• Ask your child to make a cube tower made of 4 blocks and another one of 3 blocks.

The rectangle

This is a rectangle



Rectangle has 4 sides
2 sides are long and 2 sides are short



Rectangle has 4 corners



Trace the , draw 3 more s. Then count all s.



Notes for parents

- Ask your child to show you a rectangle and tell how many sides and corners it has. Point to the long side and the short side.



Trace the rectangles and color them to complete the picture.



• Ask your child to draw a rectangle in the air. Then ask him / her to find rectangular objects at home.

Fun with Square, Rectangle and Triangle



Color the picture.

 = blue

 = orange

 = green



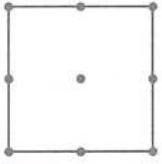
Notes for parents

- Talk with your child about the difference between square and rectangle. All 4 sides of square have the same length, but the sides of rectangle have not the same length (2 long sides and 2 short sides).

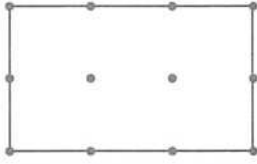


Connect dots to draw shapes.

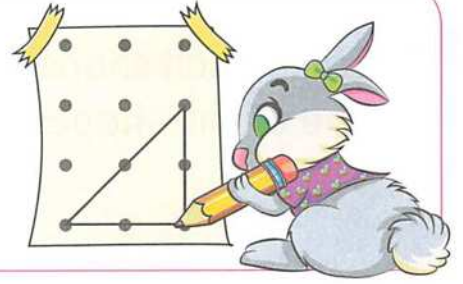
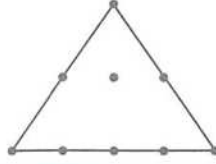
Square



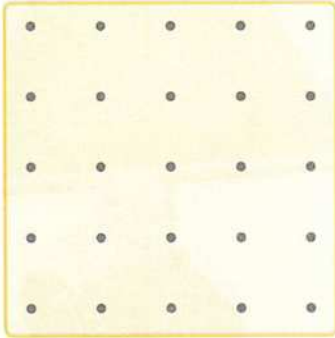
Rectangle



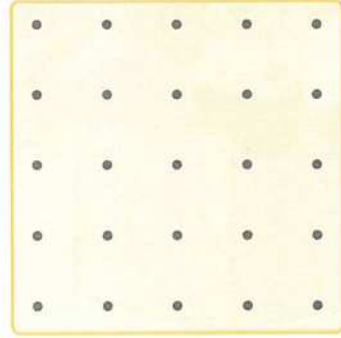
Triangle



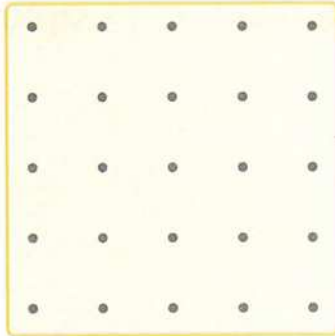
• Draw a square.



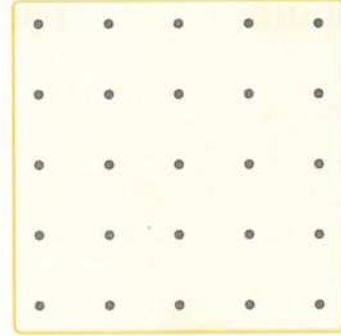
• Draw a different square.



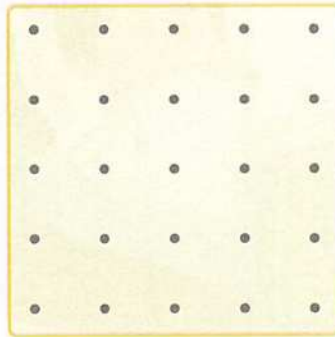
• Draw a rectangle.



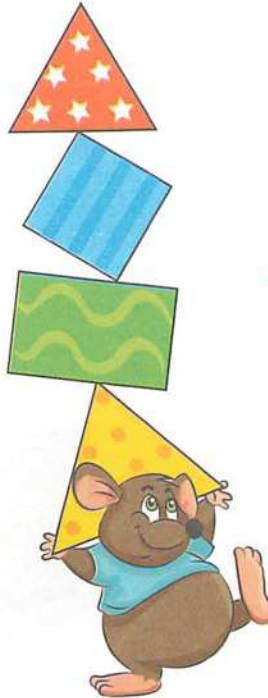
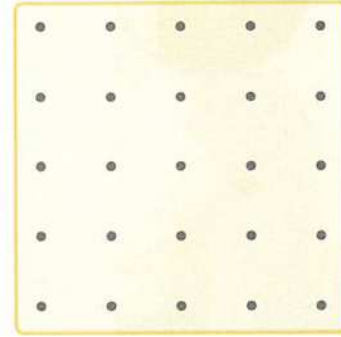
• Draw a different rectangle.



• Draw a triangle.



• Draw a different triangle.



• Ask your child to draw a shape that has 3 sides and 3 corners (triangle) and draw another shape that has 4 sides and 4 corners (square or rectangle).

Reviewing Shapes



Trace each shape. Draw a line from each picture that matches one of the shapes you traced.



rectangle

triangle

circle

square

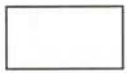


Notes for parents

- Ask your child to use cut and paste papers to make a circle, a triangle, a square and a rectangle.



Color the picture.



= red



= green



= yellow



= blue



• Ask your child to draw a house using at least 1 rectangle, 1 square, 1 triangle and 1 circle.

Chapter

2

6

5





Outcomes

At the end of chapter two, your child will be able to:

- Identify the month, day and date
- Count from 1 to 7
- Use five frames to recognize quantities 1-7
- Compare objects using the terms longer and shorter
- Count objects to tell how many there are up to the number 7
- Sky write numbers from 1 to 7
- Demonstrate understanding of the relationship between number and quantity
- Compare quantities using the terms more and less
- Compare quantities using the terms 1 more and 1 less
- Create a dot cards for 5-7
- Sort objects by shape
- Sort objects by color
- Sort objects by shape and color
- Use geometric shapes to create pictures



Key vocabulary

- | | | | |
|--------------|----------------|------------------|------------|
| • Compare | • Five | • Six | • Seven |
| • Length | • Long/ Longer | • Short/ Shorter | • Sort |
| • Five frame | • Less | • More | • Patterns |
| • Left | • Right | • Circle | • Triangle |
| • Square | • Rectangle | | |



Activities at home



Calendar time

Every day say the names of the days and months and ask your child to repeat after you. Point to today's date and say the whole date and ask your child to repeat after you.

Sky writing

Before your child writes the numbers using the pencil, train him/her to write numbers in the air.

Classification

Provide your child some buttons, ask him/her to sort them by shape then by color. Encourage him/her to use the words same, different, shape and color.



Counting

Counting everything!

Count toys, pencils and items of clothing.

Count with your child by doing activities for example, ask your child to clap his/her hands 5 times, make 6 steps, jump 7 hops.

Compare lengths using cube trains

Help your child to build many trains or towers using cubes, then ask him/her to compare them and decide which is longer, longest (or taller, tallest), which is shorter, shortest or if they are the same length or height.



Art center



Make snacks

Invite your child to make "cookies" snacks. Help him/her spread chocolates cream on round the cookie and put 5, 6 and 7 sweets on it.



Finger prints

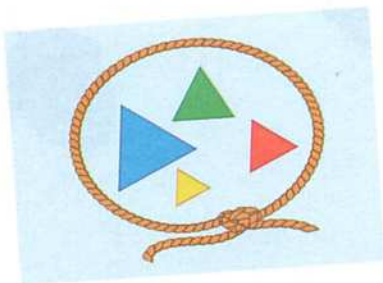
Place a sheet of paper on the floor. Let your child dip his finger into a jar of paint and make 5, 6 and 7 finger prints.



Classification

Help your child to cut paper shapes and different colors and different shapes.

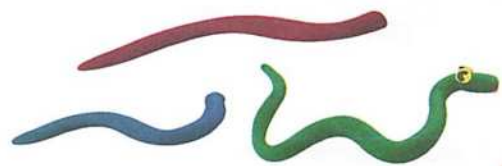
Create 2 loops of yarn and ask your child to sort the shapes inside the 2 loops once according to their color and another once according to their shapes.



Using clay to make snakes

Provide your child with balls of clay. Help him/her to roll the balls into clay snakes.

Ask him/her to explain how he/she compares the snakes lengths to determine which one is longer and which one is shorter or if they are about the same length.

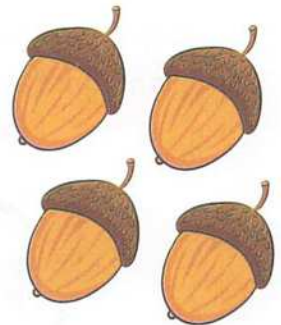
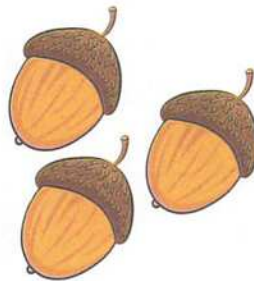
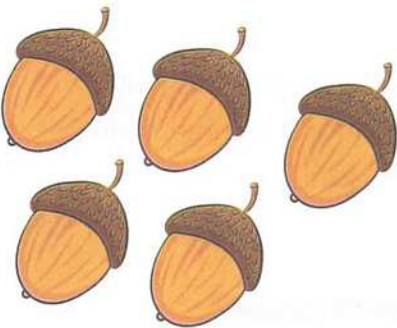


The number five

5



Circle the group of 5.



Notes for parents

- Ask your child to count the dots on five frame, help him / her to know that 5 is 1 more than 4.



• Show your child a group of five objects, such as coins or buttons and ask him / her to count them.

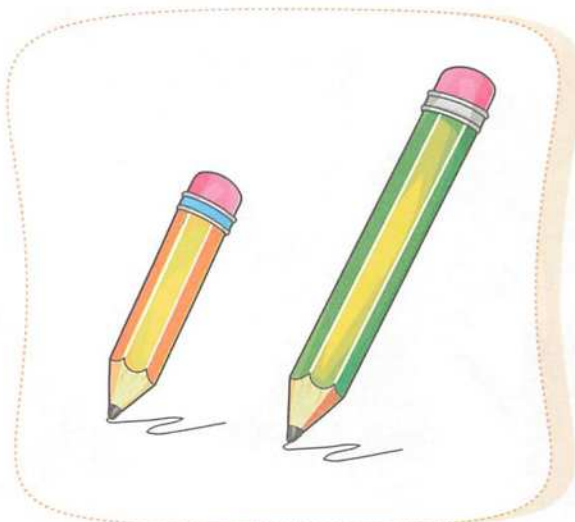
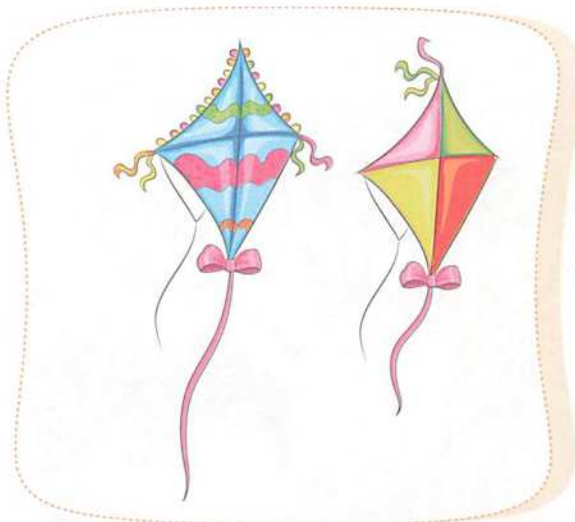
Shorter & longer

This  is short.

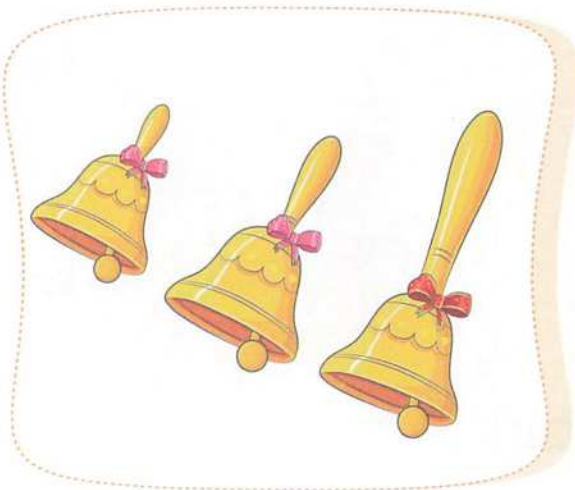
This  is long.



Circle the object in each box that is **shorter**.



Circle the object in each box that is the **shortest**.

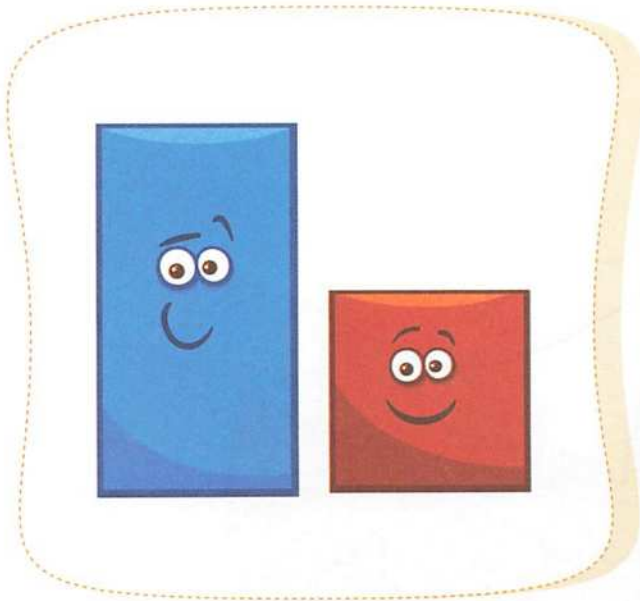


Notes for parents

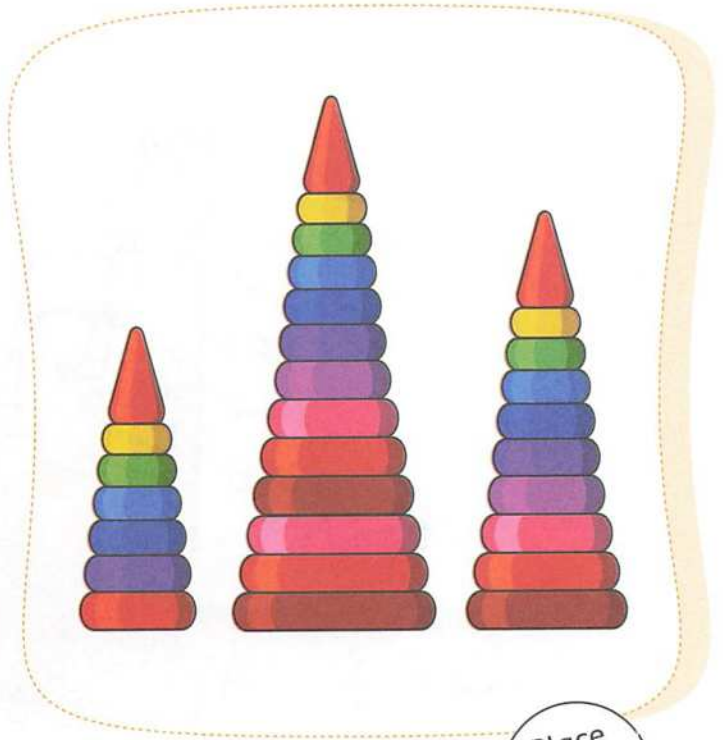
- On a paper draw a line and ask your child to draw another line that is shorter than the line you drawn.



Circle the object in each box that is longer.



Circle the object in each box that is the longest.



Place a smiley face

• Ask your child to name someone in your family who is taller than him/her.

Fun with number 5



Find 5 differences.

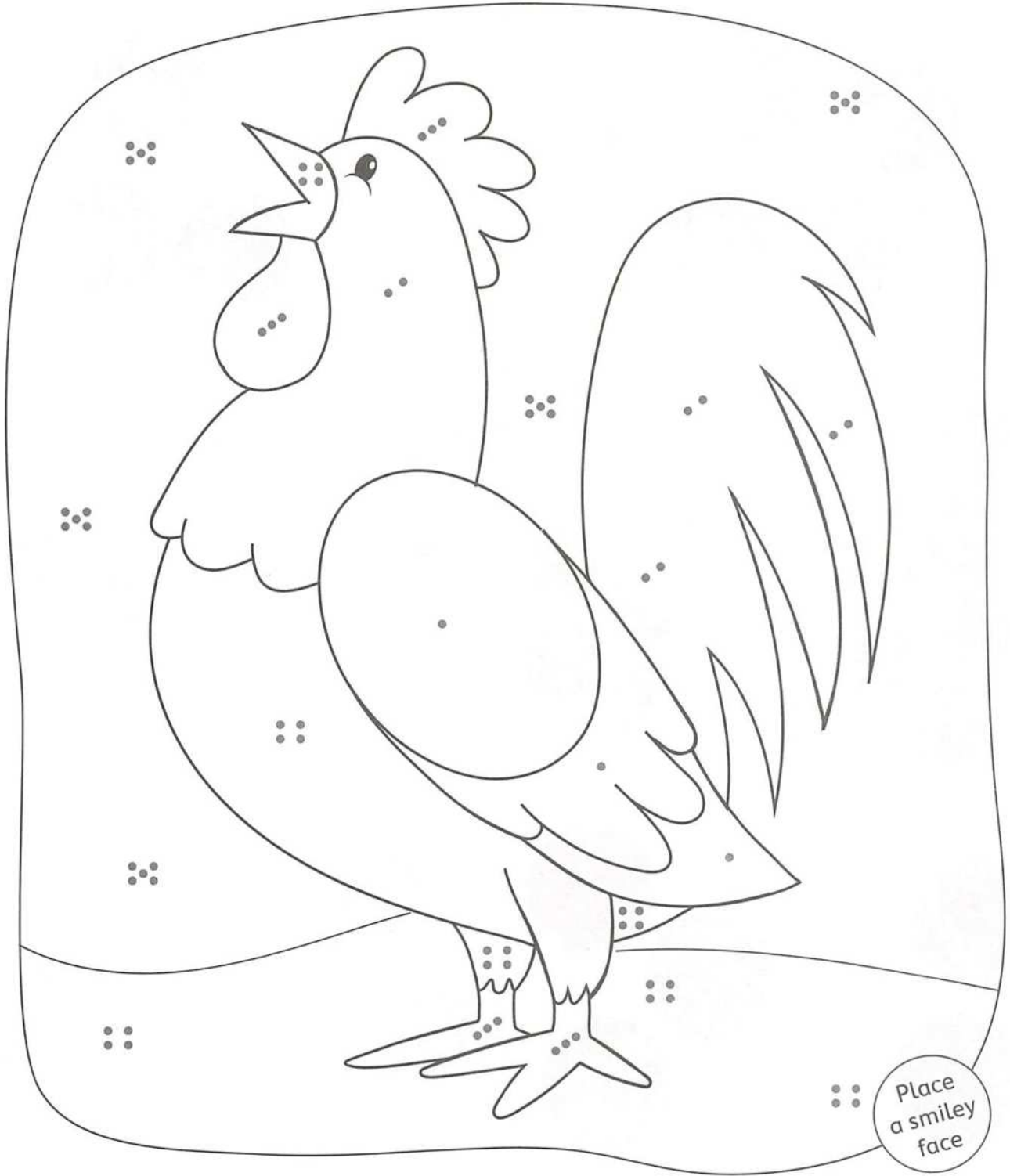


Notes for parents

- Ask your child to collect five pictures of his / her favorite fruits.



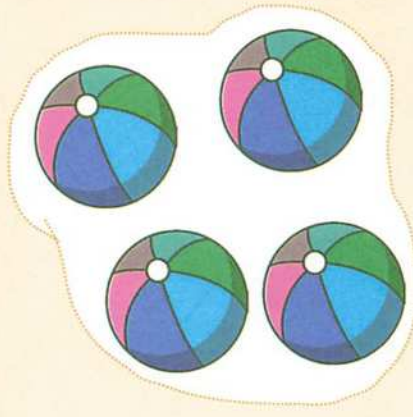
Color the picture.



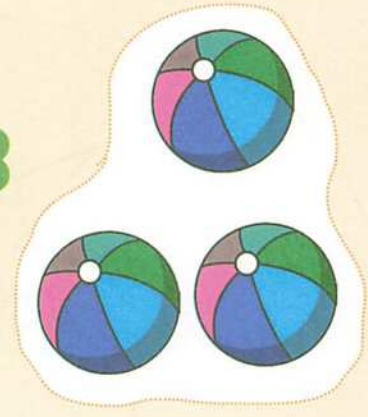
• Encourage your child to practice counting numbers 1 - 5 and draw pictures to illustrate these numbers.

More & less

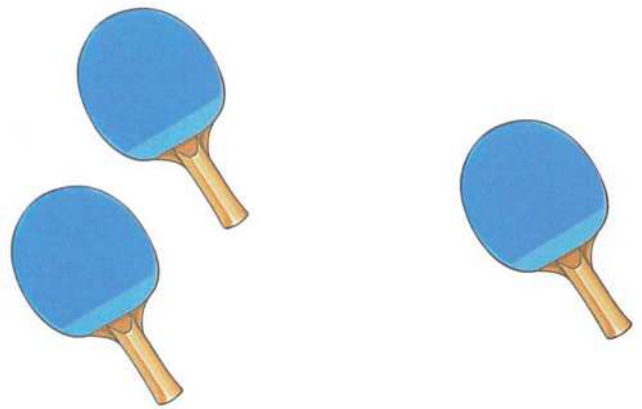
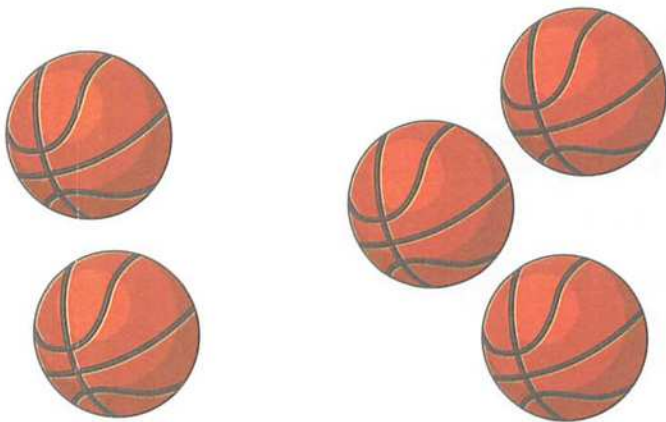
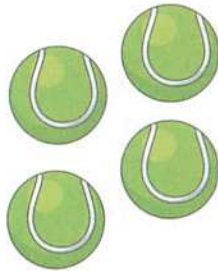
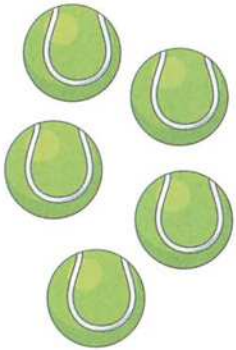
More than



4 is **more** than 3



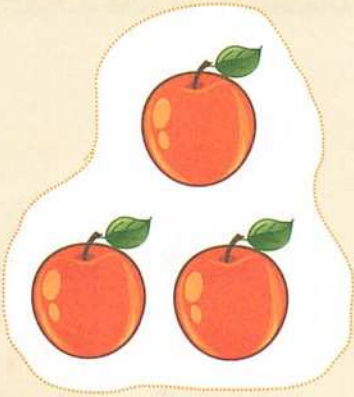
Circle the group that is more.



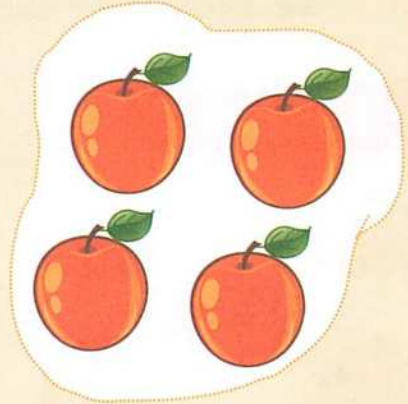
Notes for parents

- Say a number from 1 to 4 and ask your child to say another number that is more.

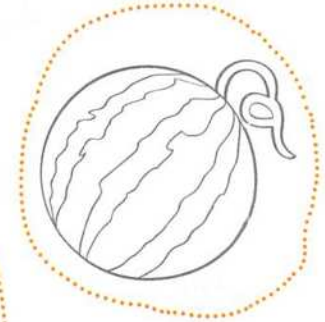
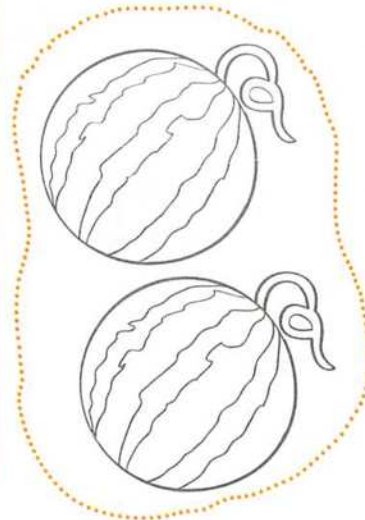
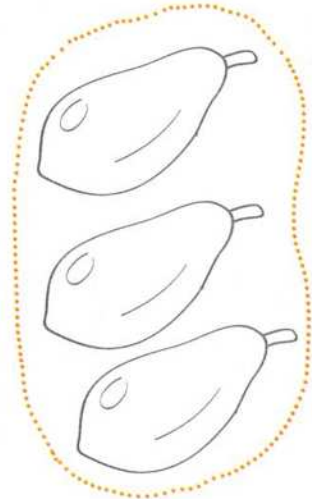
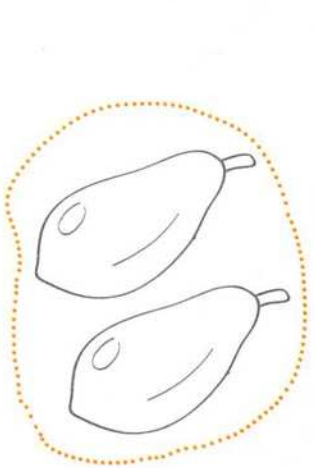
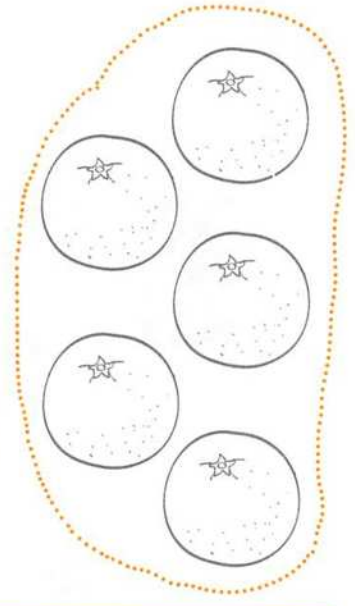
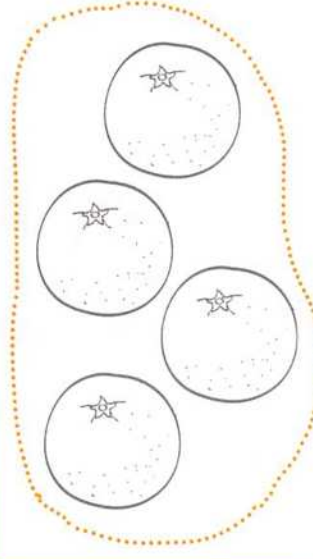
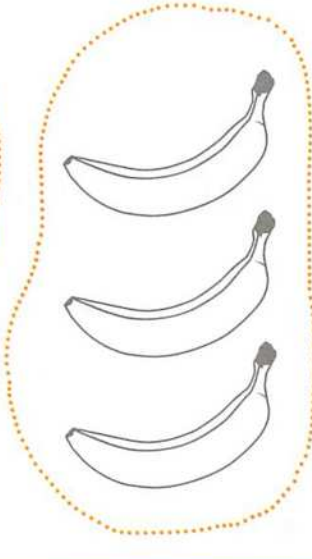
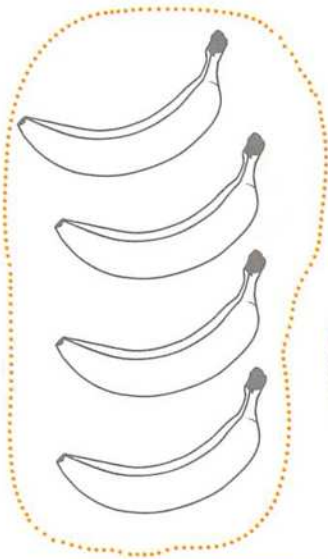
Less than



3 is less than 4



Color the group that is less.



Place a smiley face

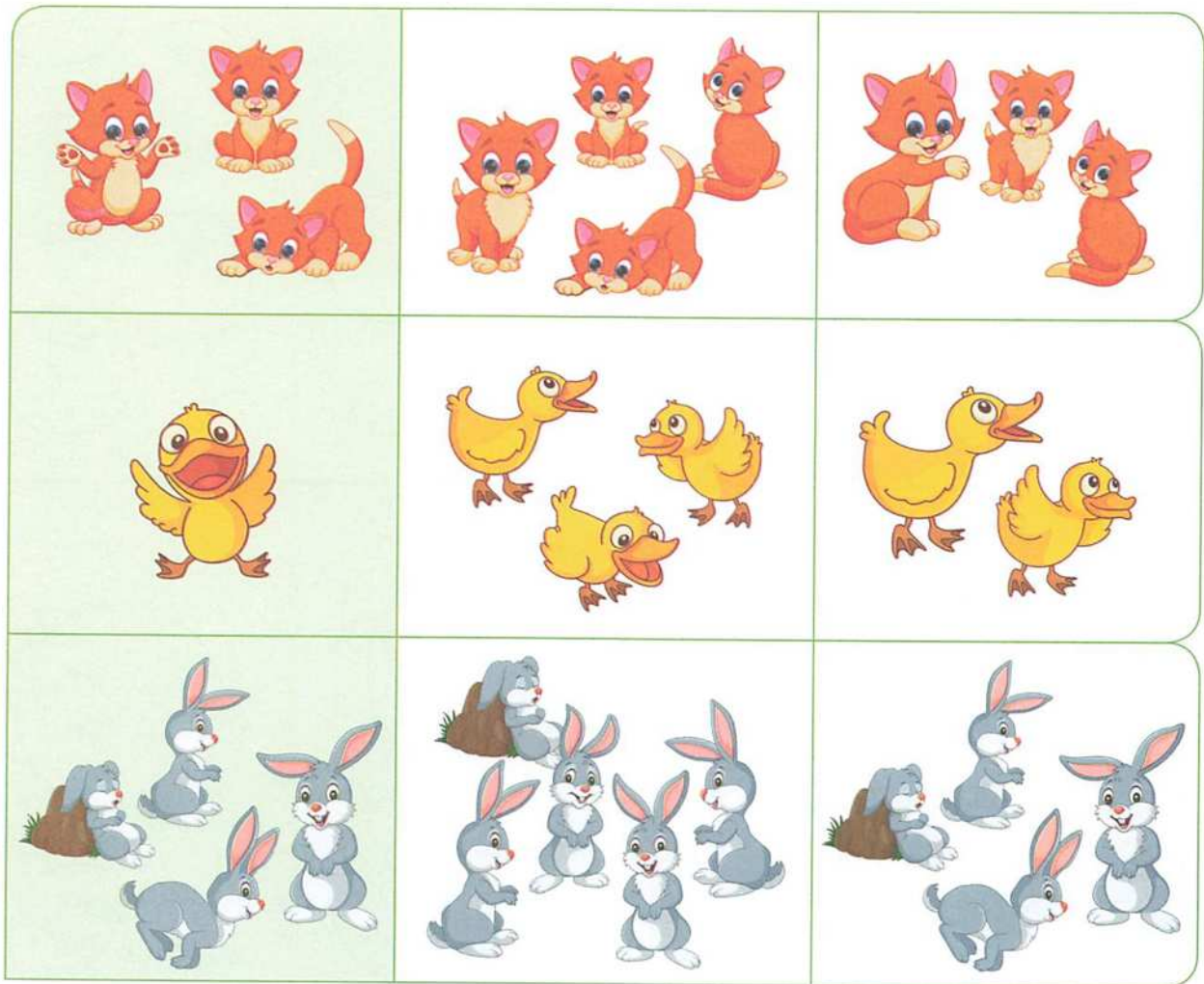
• Say a number from 2 to 5 and ask your child to say another number that is less.

1 more & 1 less

1 more



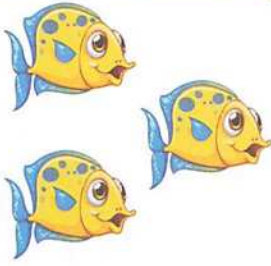
Circle the group that has 1 more than the first group.



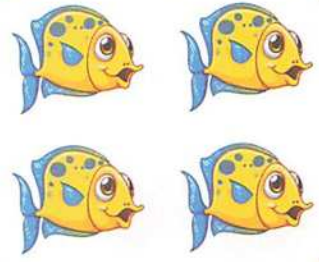
Notes for parents

- Say a number from 1 to 4 and ask your child to tell the number which is 1 more, then repeat that many times.

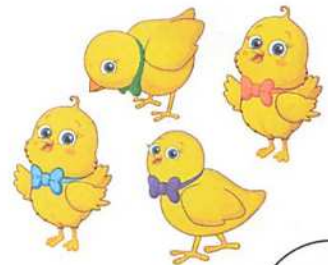
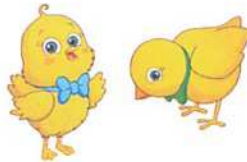
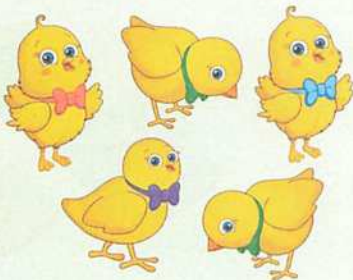
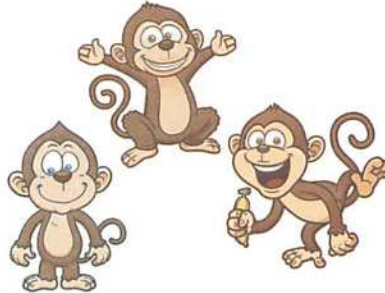
1 less



3 is 1 less than 4



Circle the group that has 1 less than the first group.

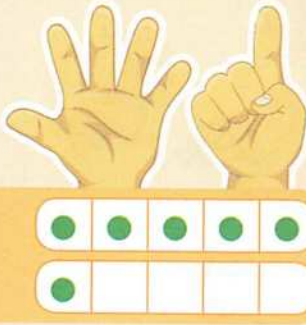
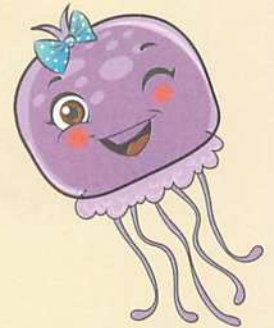
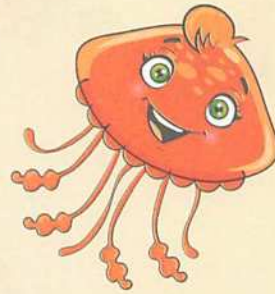
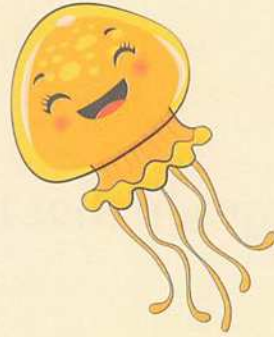


Place a smiley face

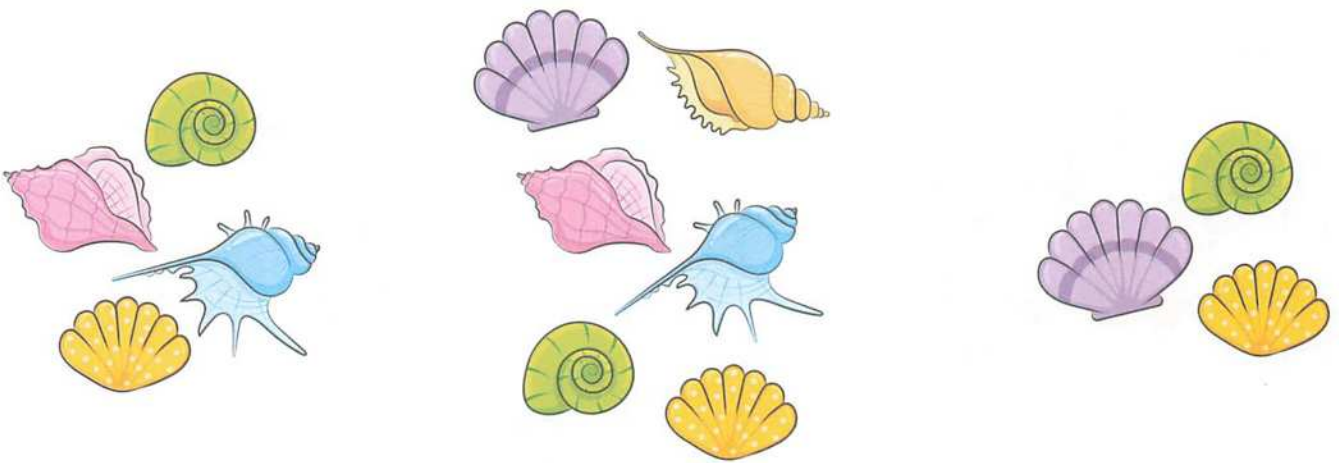
• Ask your child to draw a number of objects, and count them, then cancel one of them and ask your child to count them again to get the number which is 1 less.

The number six

6



Circle the group of 6.



Notes for parents

- Use five frames to explain that 6 is 1 more than 5.



Circle 6

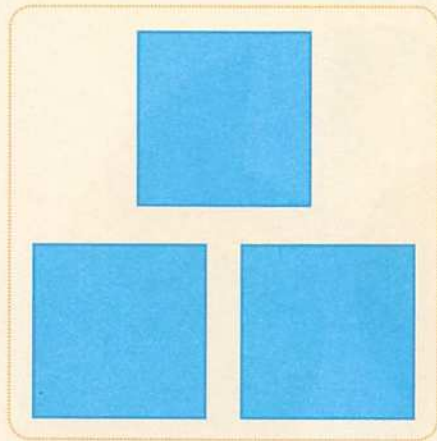


Circle 6

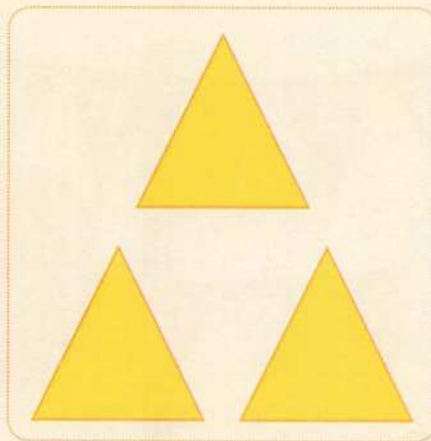


• Ask your child to show you a group of six things.

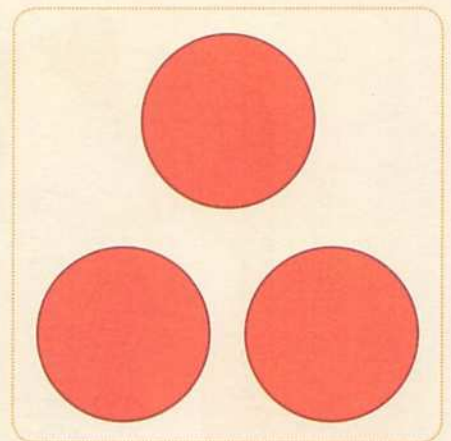
Sorting by shape



Squares



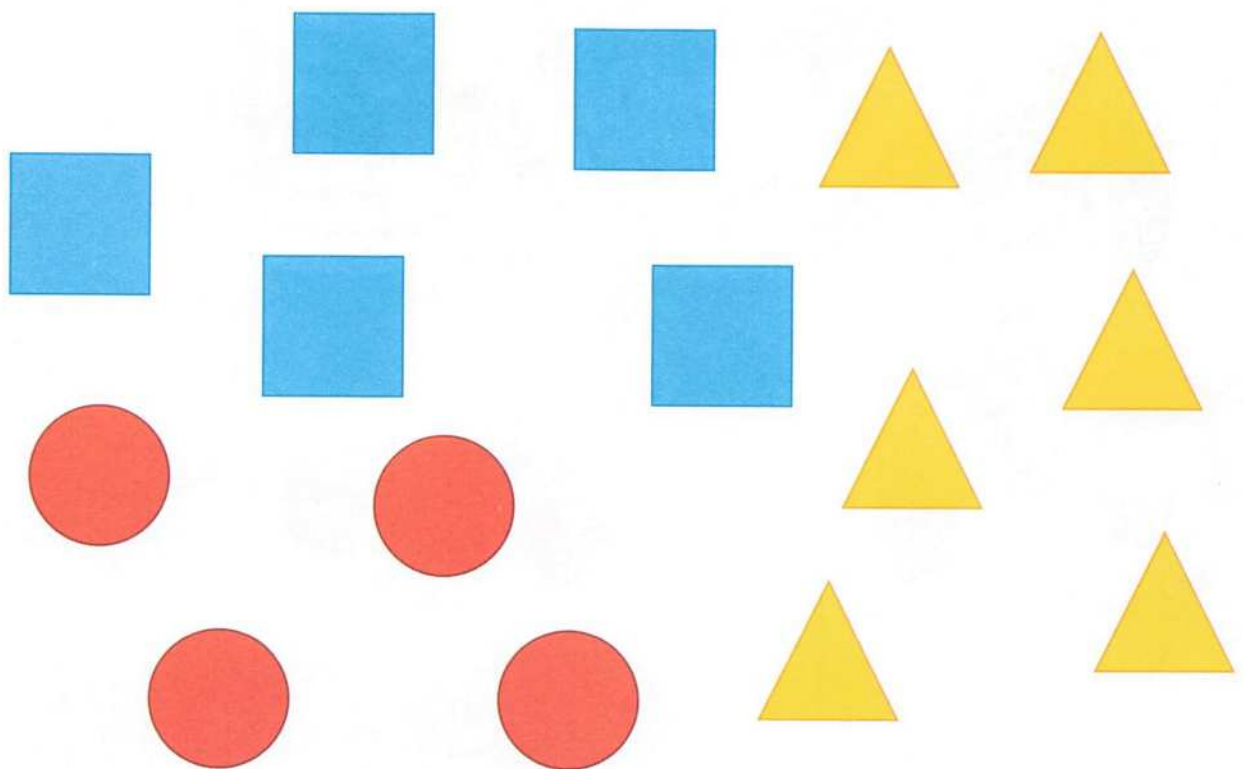
Triangles



Circles



Circle the objects having the same shape.



Notes for parents

- Ask your child to point to two objects in your home have the same shape.



Use stickers to sort by shape.



Stick squares



Stick circles



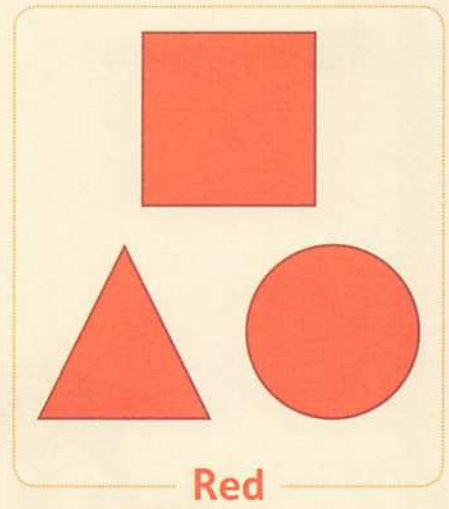
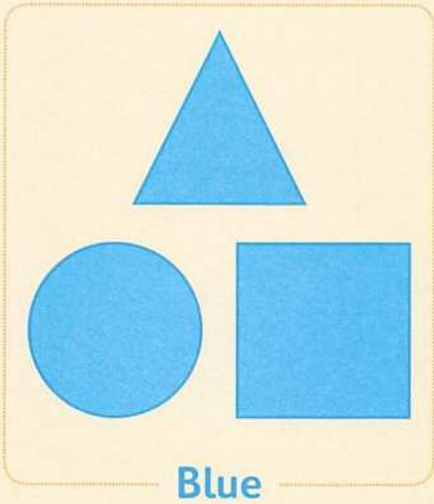
Stick triangles



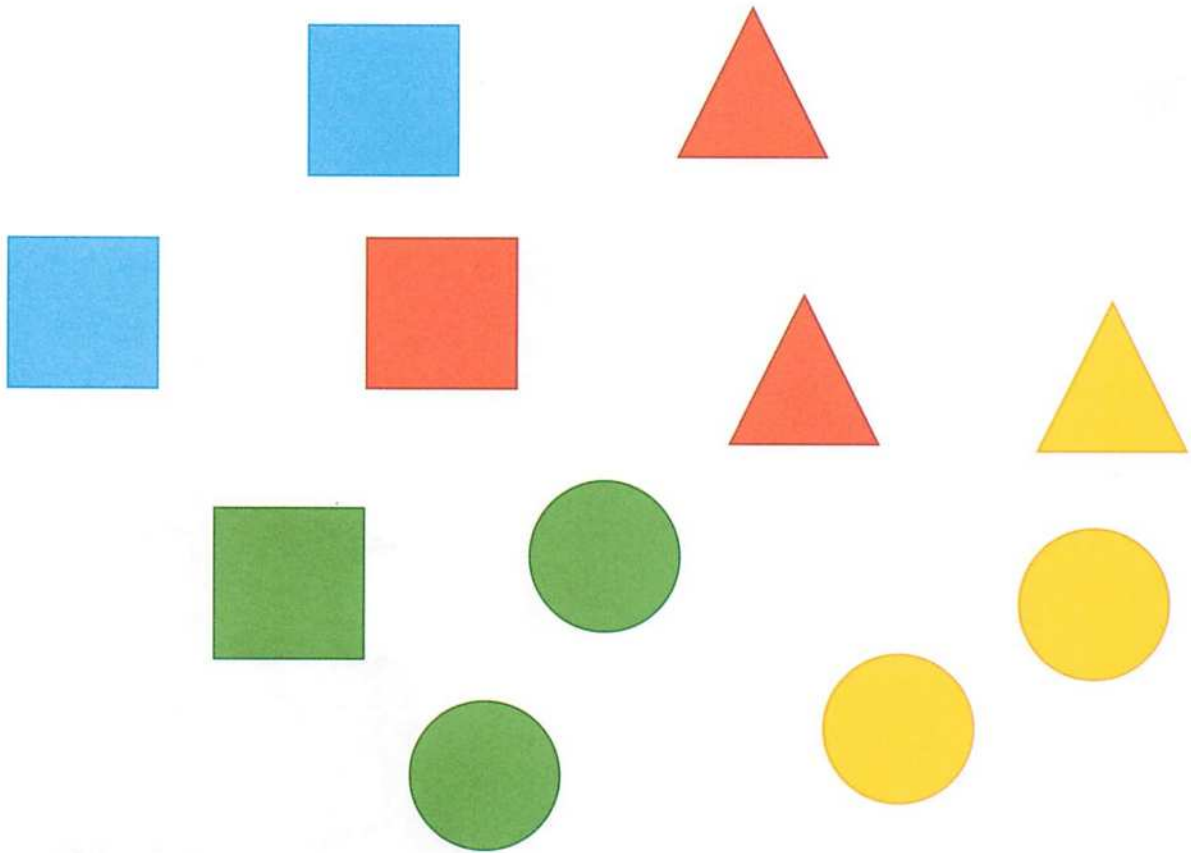
Place
a smiley
face

- Use objects of different shapes as spoons, forks and plates and ask your child to sort them according to their shapes.

Sorting by color



Circle the objects having the same color.

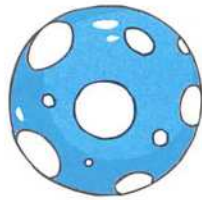
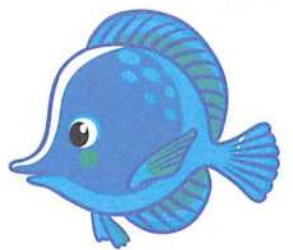
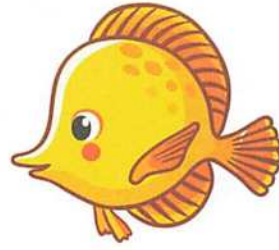
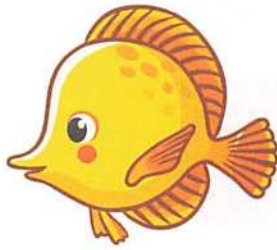
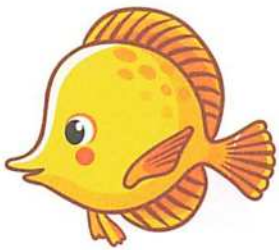
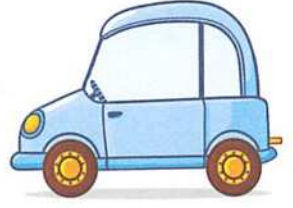
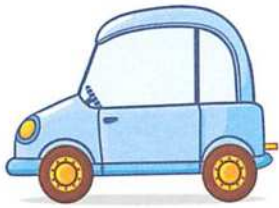


Notes for parents

- Ask your child to collect items of clothing that have the same color.



Circle the picture that has different color.

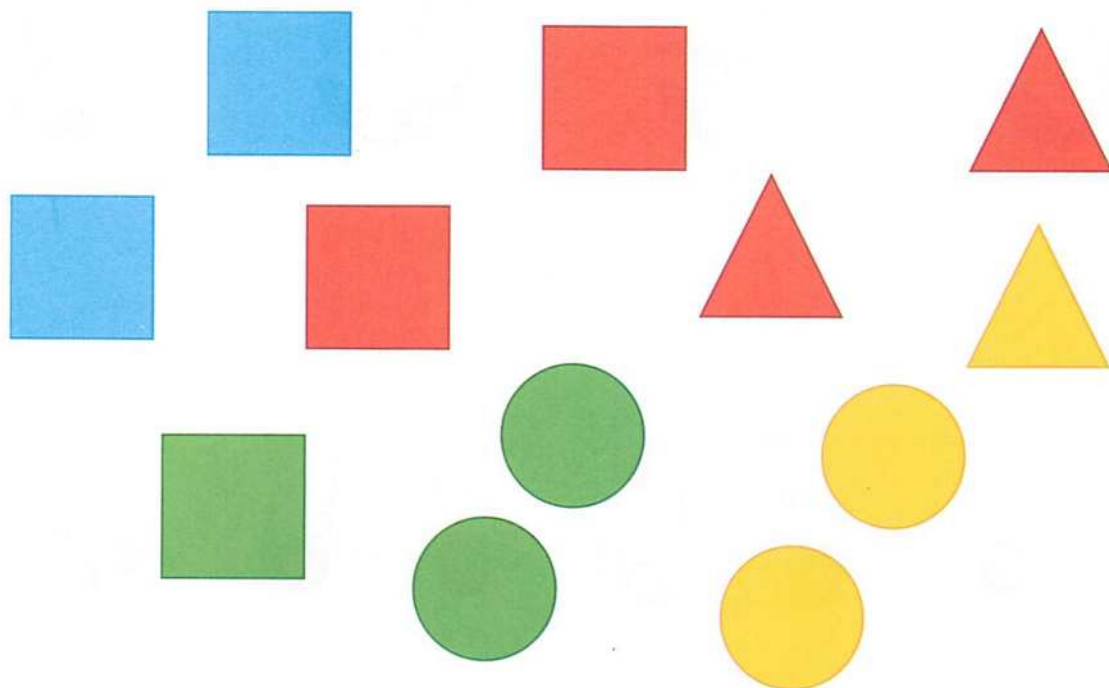


• Ask your child to find 2 things at home which have the same color and 3 things which have different colors.

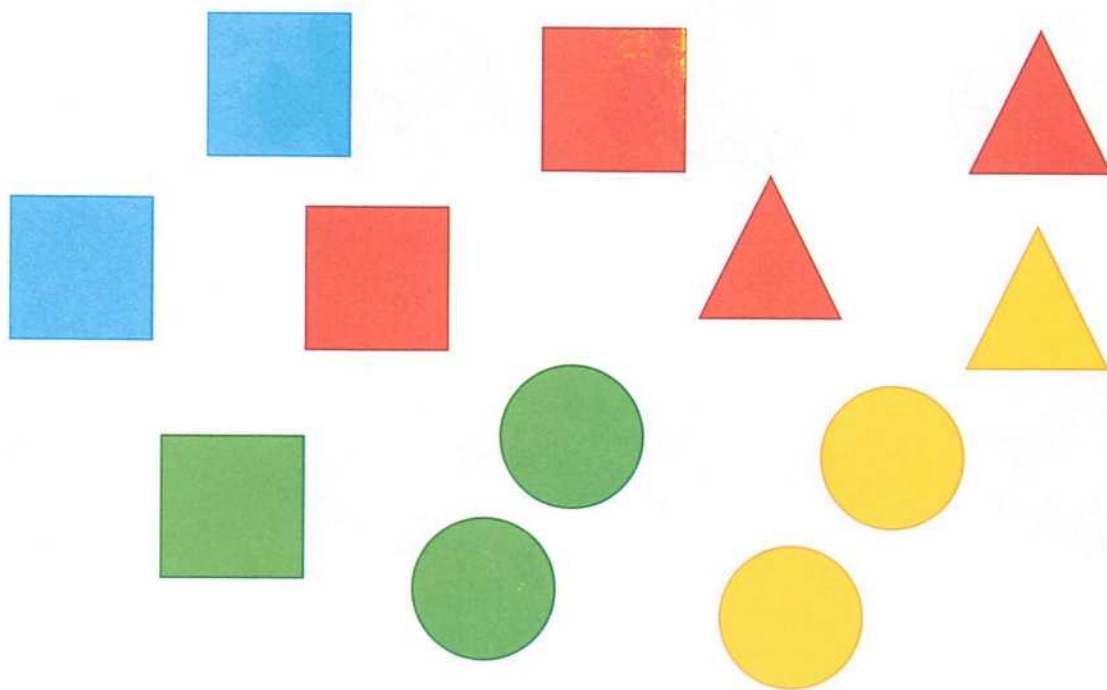
Sorting by shape & color



Circle the objects having the same **shape**.



Circle the objects having the same **color**.

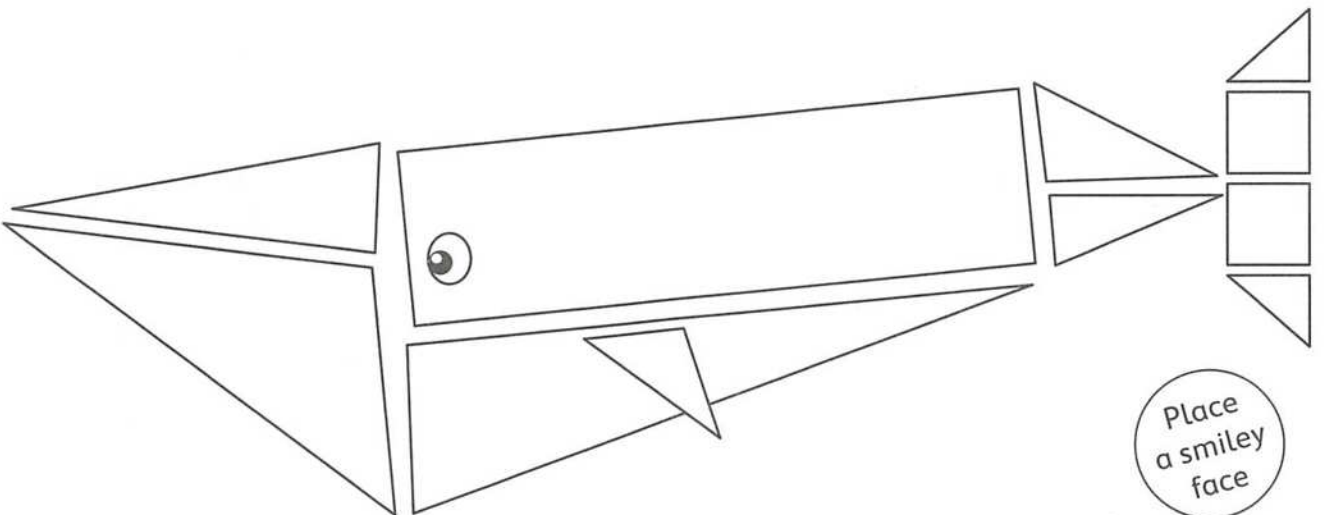
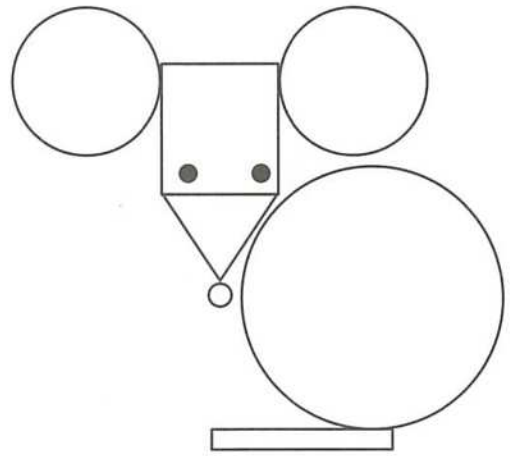
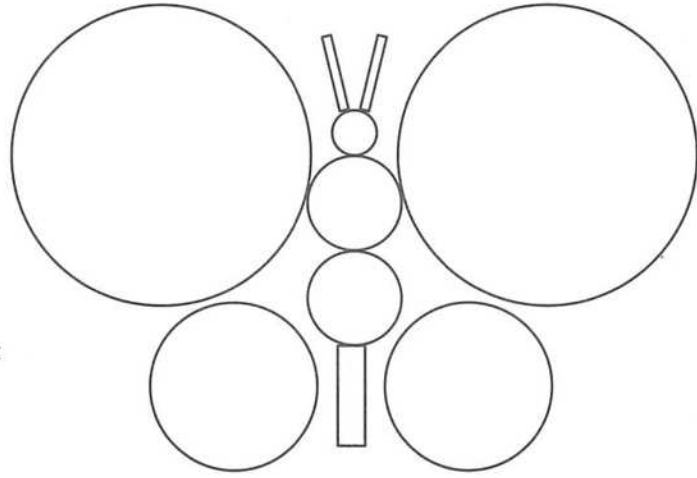
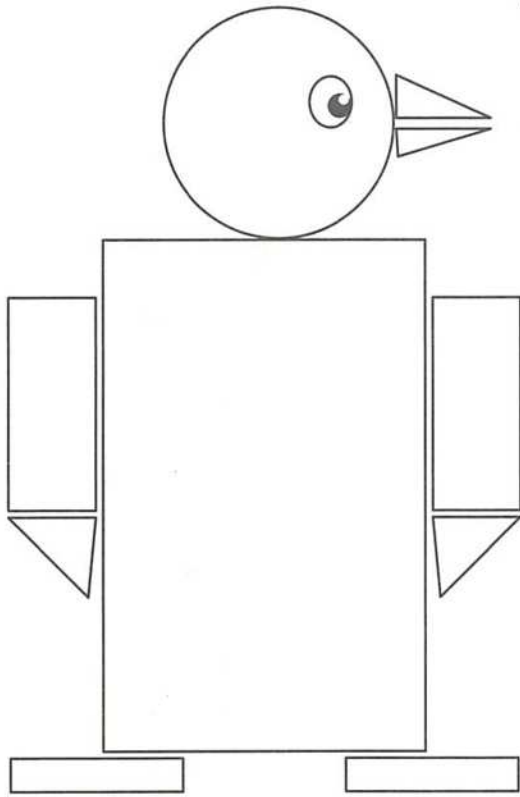


Notes for parents

- Ask your child to name fruits and vegetables that have the same color.



Color all green, yellow, red and blue.



Place
a smiley
face

• Ask your child to collect some buttons that have the same color and another group of buttons that have the same shape.

Counting up to 6



Match.

The matching exercise consists of two columns. The left column contains six hand gestures, each enclosed in a light blue circle with a dotted line and a blue dot. The right column contains six dice faces, each enclosed in a yellow rounded square. A dotted line connects the hand gesture for the number 1 to the die face with 1 dot.

| Hand Gesture | Die Face |
|------------------|----------|
| One finger up | 1 dot |
| Two fingers up | 2 dots |
| Three fingers up | 3 dots |
| Four fingers up | 4 dots |
| Five fingers up | 5 dots |
| Six fingers up | 6 dots |

Notes for parents

- Ask your child to write the numbers 1 - 6 in the air.



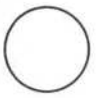
Circle 4



✓ Tick 5



Color 6

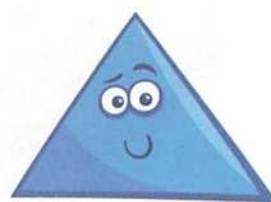
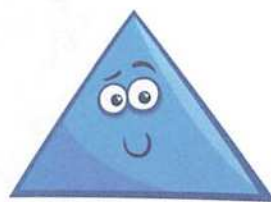


• Ask your child to draw a picture that shows a group of 6.

Sorting by shape & color



Match according to the color.



Notes for parents

- Ask your child to show you things around your home that are the same color.



Color the picture.

△ = green

□ = black

○ = red

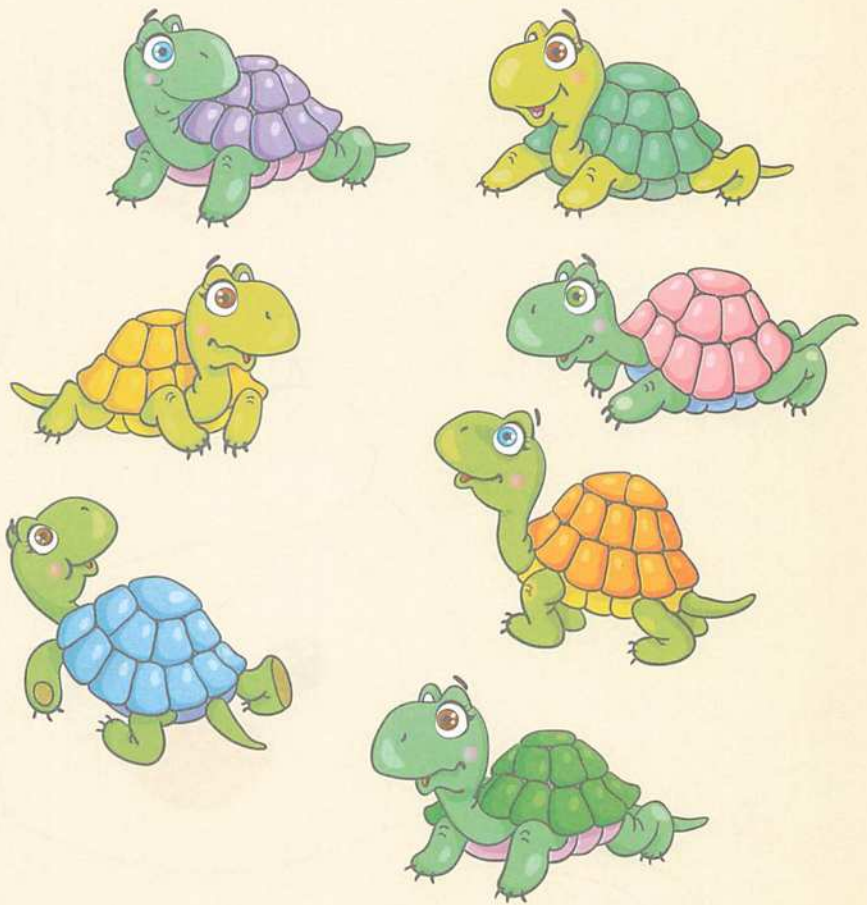
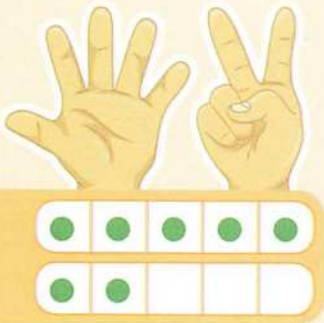


Place
a smiley
face

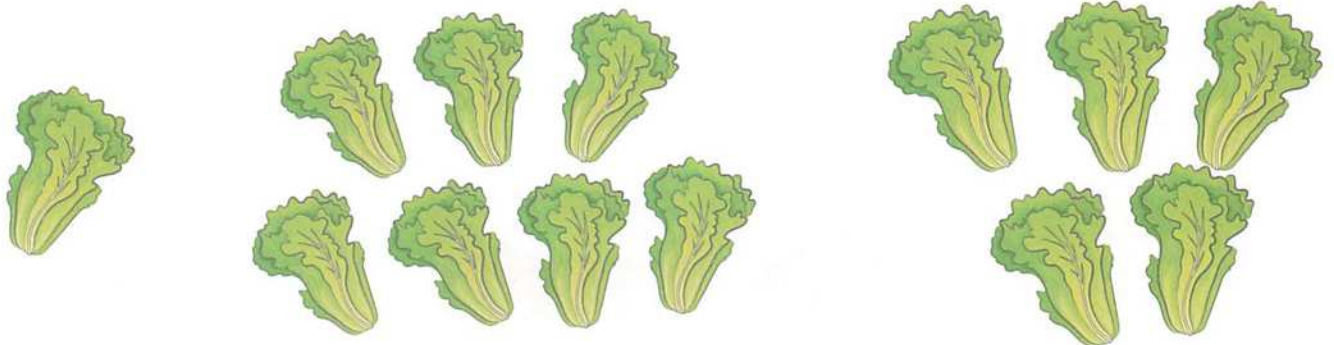
• Ask your child to sort his / her socks at home.

The number seven

7



Circle the group of 7.

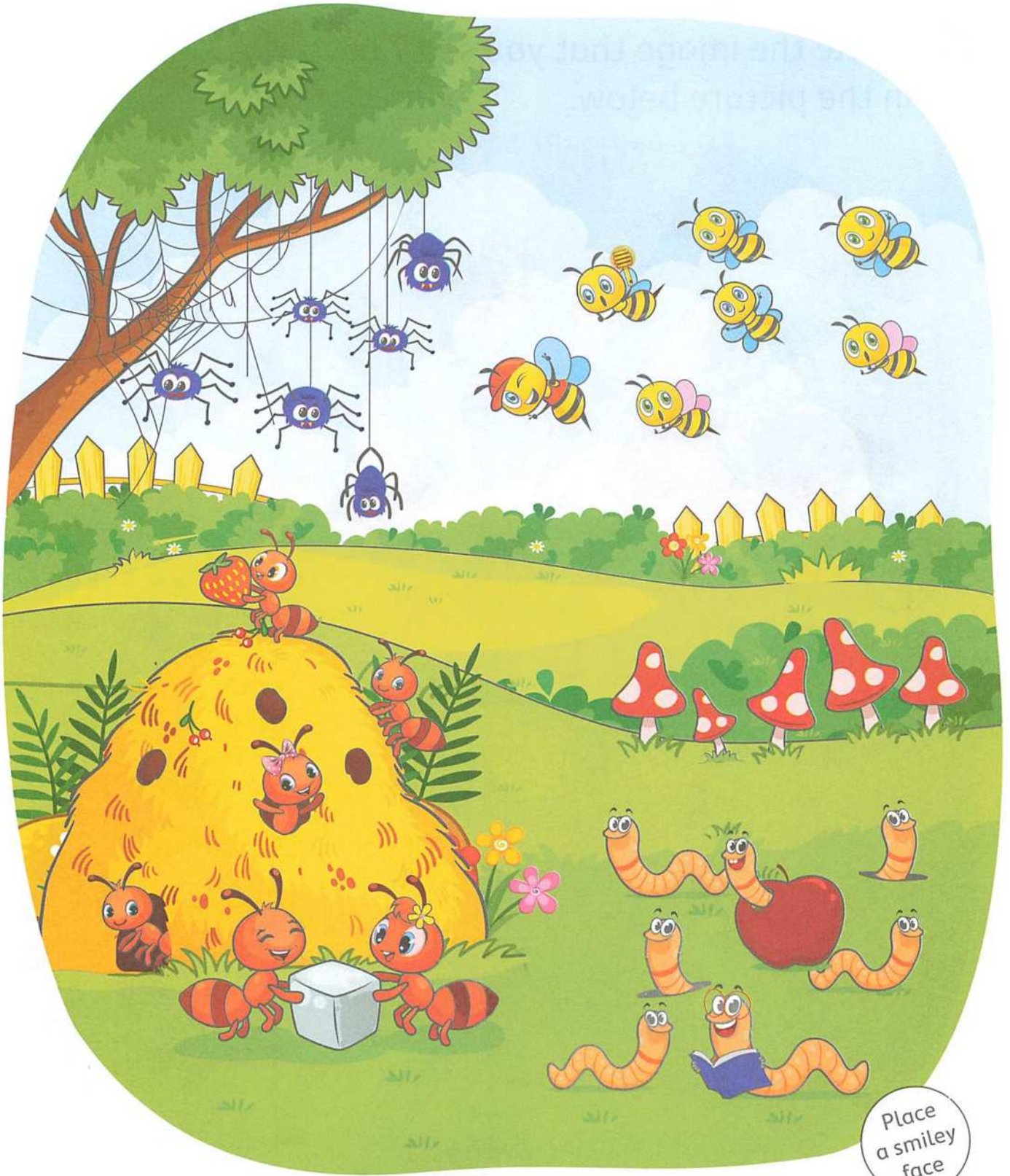


Notes for parents

- Ask your child to give you seven crayons of different colors.



Circle the groups of 7.



Place a smiley face

• Explain that 7 is 1 more than 6. Ask your child to show 7 with his / her raised fingers.

Finding 7



Circle the image that you see 7 of
in the picture below.



Notes for parents

- Ask your child to draw and count groups of 7 objects.



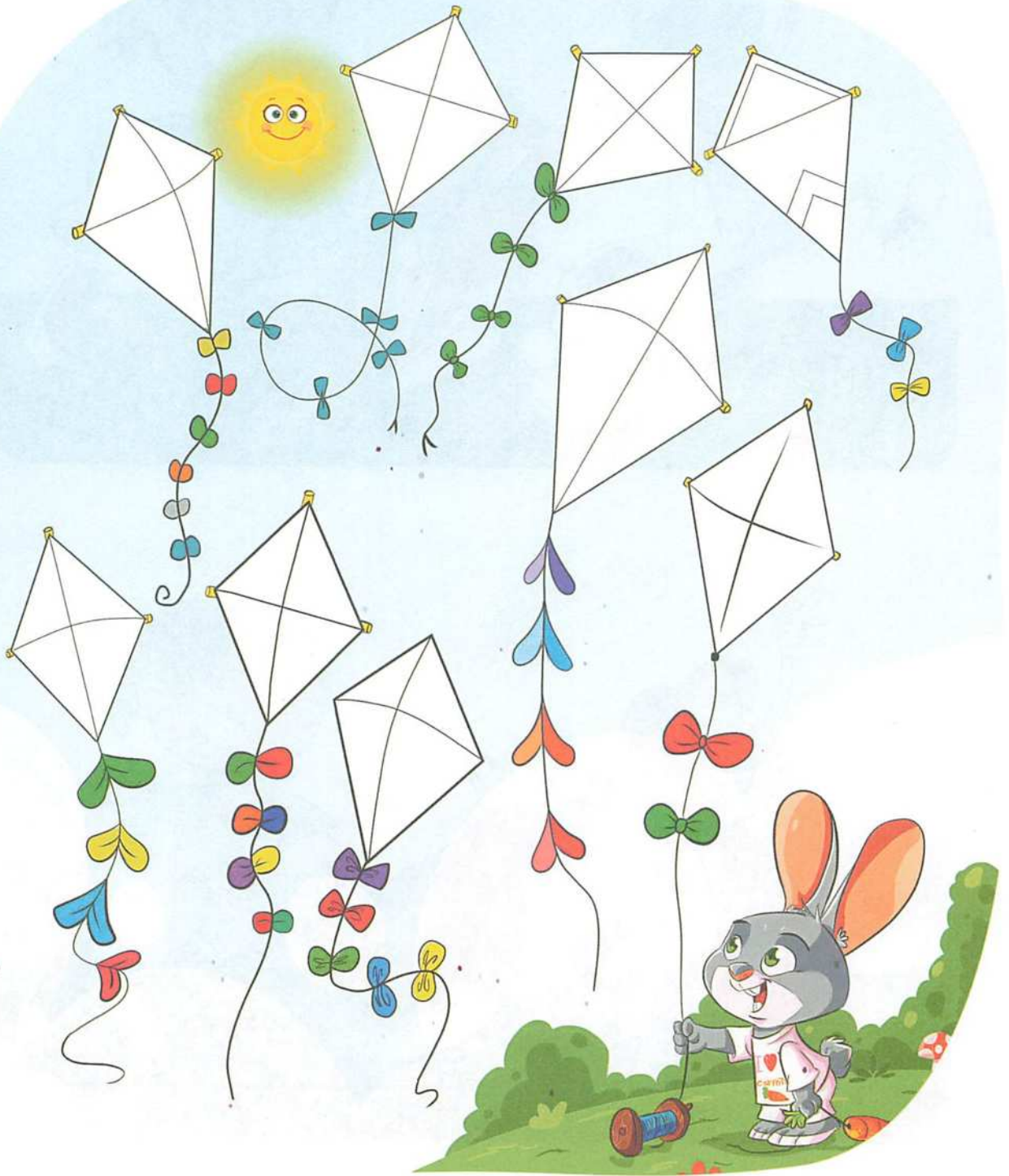
Find 7 differences.



Place a smiley face

• Ask your child to create a card of 7 dots.

Fun with numbers 1 - 7

Color 7  s.

Notes for parents

- Ask your child to tell you a story related to number 7.



Stick a dot card according to the number.



Place a smiley face

• Ask your child to count the dots in each sticker loudly.

Chapter

3





Outcomes

At the end of chapter three, your child will be able to:

- Participate in calendar math activities
- Count from 1 to 10
- Use five frames to recognize quantities 8-10
- Count objects to tell how many there are up to the number 10
- Sky write numbers from 1 to 10
- Sort objects by color and size
- Create dot cards for 8-10
- Demonstrate understanding of the relationship between number and quantity
- Use objects to represent quantities
- Sort objects by shape, color and size



Key vocabulary

- | | | | |
|-------------|-------------|-----------|------------|
| • Less | • More | • Eight | • Nine |
| • Ten | • Circle | • Square | • Triangle |
| • Sort | • Size | • Down | • Up |
| • One-digit | • Two-digit | • Smaller | • Bigger |



Activities at home



Calendar time

Every day say the names of the days and months and ask your child to repeat after you. Point to today's date and say the whole date and let your child repeat after you.

Sky writing

Before your child writes the numbers using the pencil, train him/her to write numbers in the air.

Classification

Display a set of construction paper shapes in different sizes and colors.

Ask your child to show you which ones belong together and tell why.

Then ask your child to re-sort the paper shapes in a different way and describe how they are sorted.



Counting

Counting everything!

Count with your child by doing activities for example, ask your child to clap his/her hands 8 times, make 9 steps and jump 10 hops.

Writing in the sand

Soon your child will write the numbers using a pencil, before that you can train your child to use his/her finger and write numbers in sand.

Fill a container as shoes box with sand (or flour) and help your child to write numbers 1-10 in the sand using his/her finger.



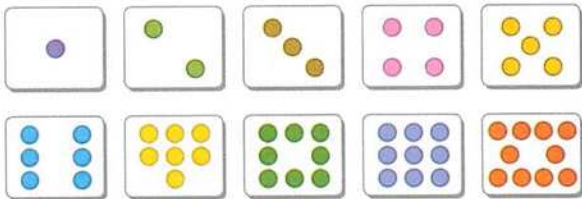
Art center



Create dot cards 1-10

Give your child 10 rectangles of paper and ask him/her to draw dots on each card to represent numbers 1-10

These cards will be his/her own dot cards.



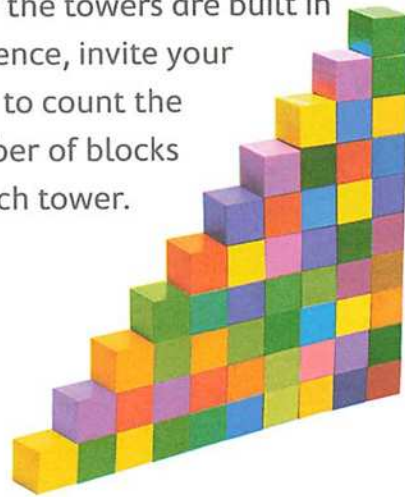
Sequence of blocks

Ask your child to select 1 block and say 1.

Then select 2 blocks, stack one on top of the other, and say 2

Ask your child to continue making block towers to 10 blocks.

After the towers are built in sequence, invite your child to count the number of blocks in each tower.



Same or different shapes or sizes

Help your child to cut out the following shapes and put them in a bag:

1 small green circle, 2 large green circles, 2 small blue squares, 1 large blue square, 1 small red triangle and 2 large red triangles.

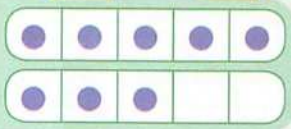
Ask your child to take 2 shapes from the bag and describe them using words : same shape, different shapes, same size and different sizes.

Give directions such as: find two shapes having the same shape. Find 2 shapes having the same size.

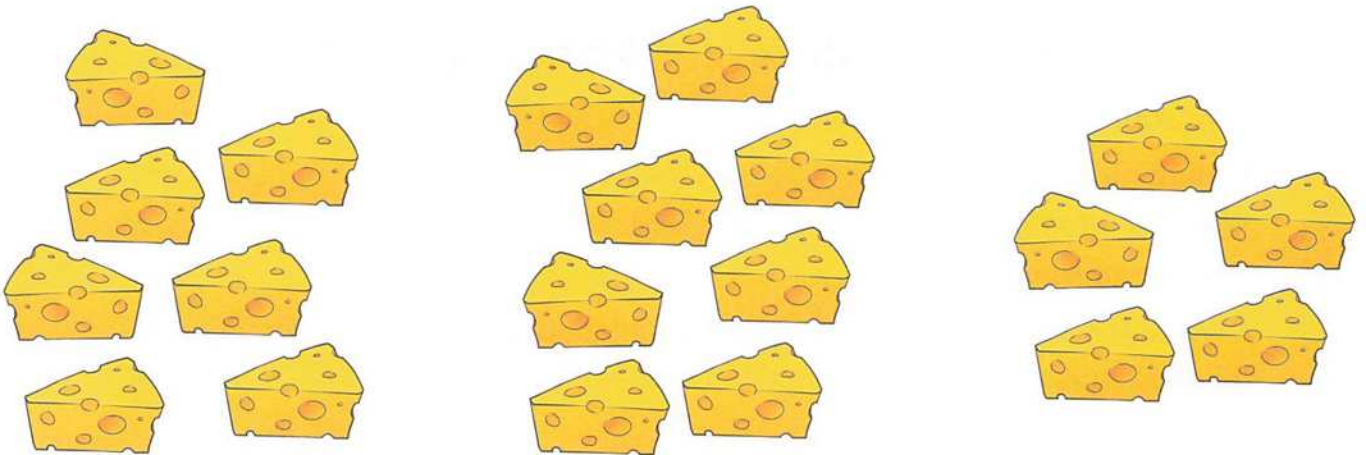


The number eight

8



Circle the group of 8.

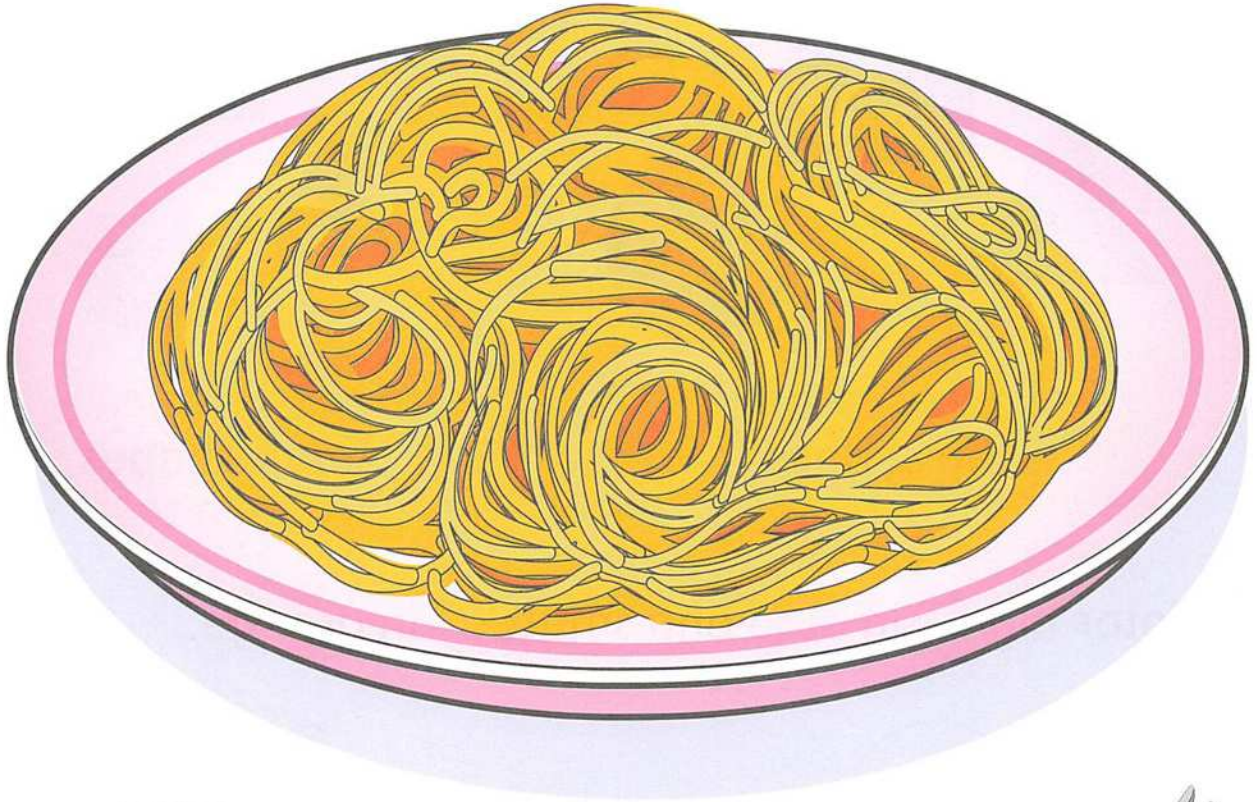


Notes for parents

- Ask your child to draw a spider that has 8 legs.



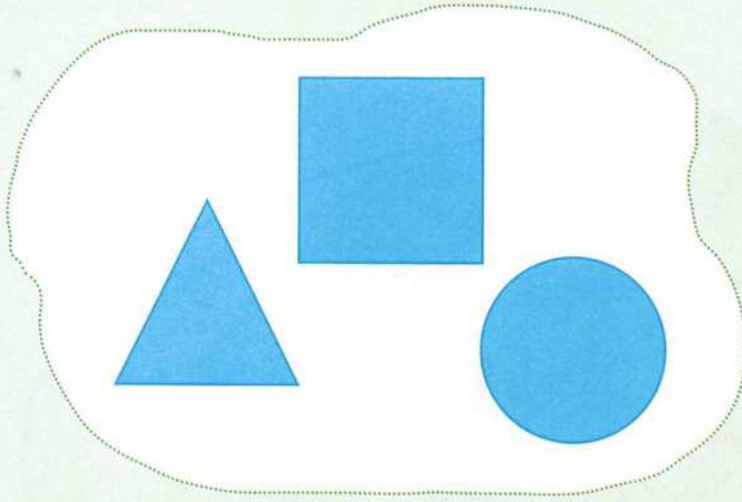
Stick 8 ● s on the



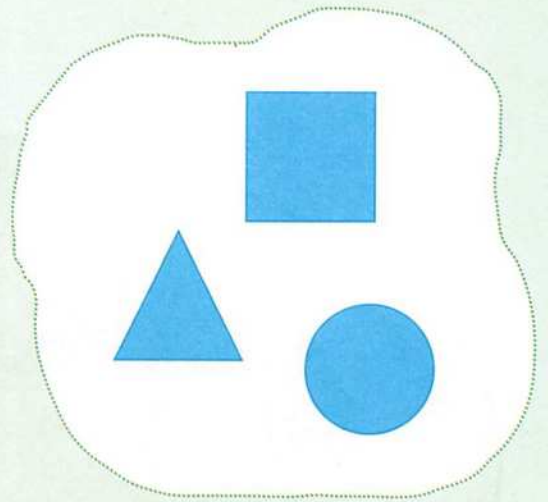
Place
a smiley
face

• Ask your child to make a group of 8 using paper clips, dry pasta or beans.

Sorting by size



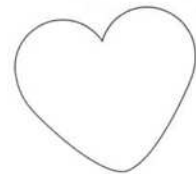
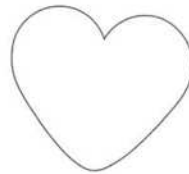
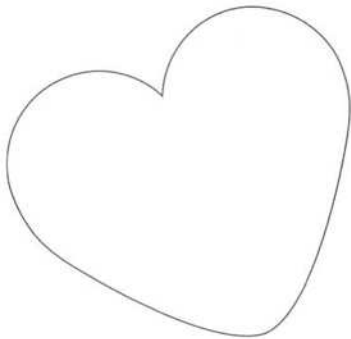
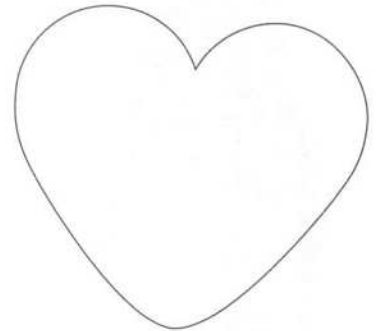
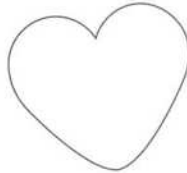
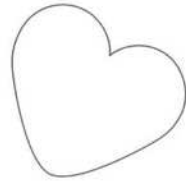
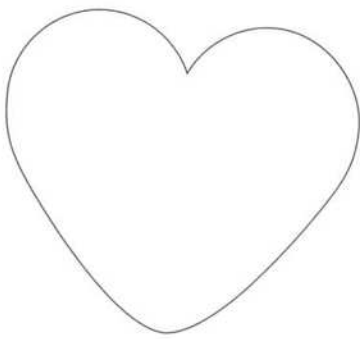
Big shapes



Small shapes



Color big ♥ in blue and small ♥ in orange.

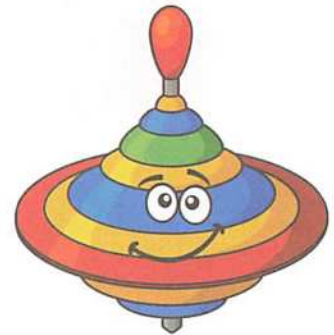


Notes for parents

- Ask your child to find 2 bottles in the same shape with different sizes.



Circle the picture that is smaller than the first one.



Circle the picture that is bigger than the first one.

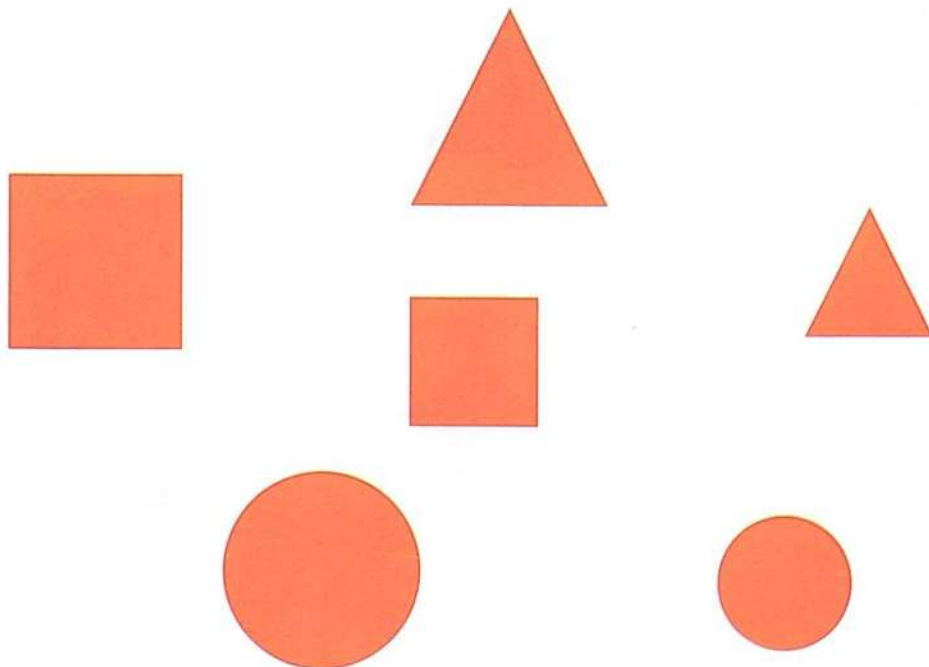


• Ask your child to draw big square and color it in red and draw another square that is smaller than the first drawn square and color it in green.

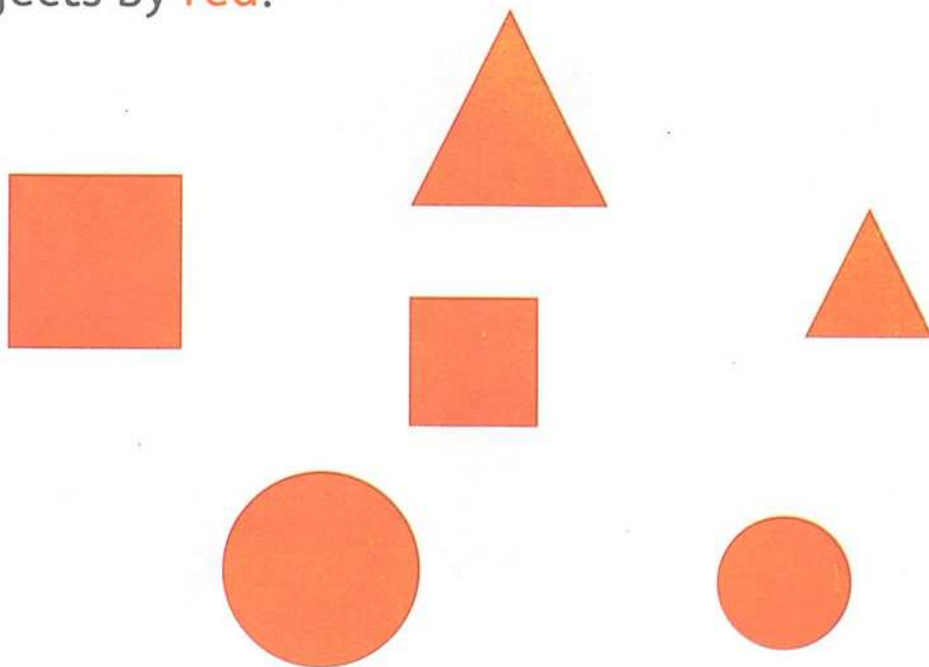
Sorting by shape & size



Circle the objects having the same shape.



Circle the big objects by **blue** and circle the small objects by **red**.

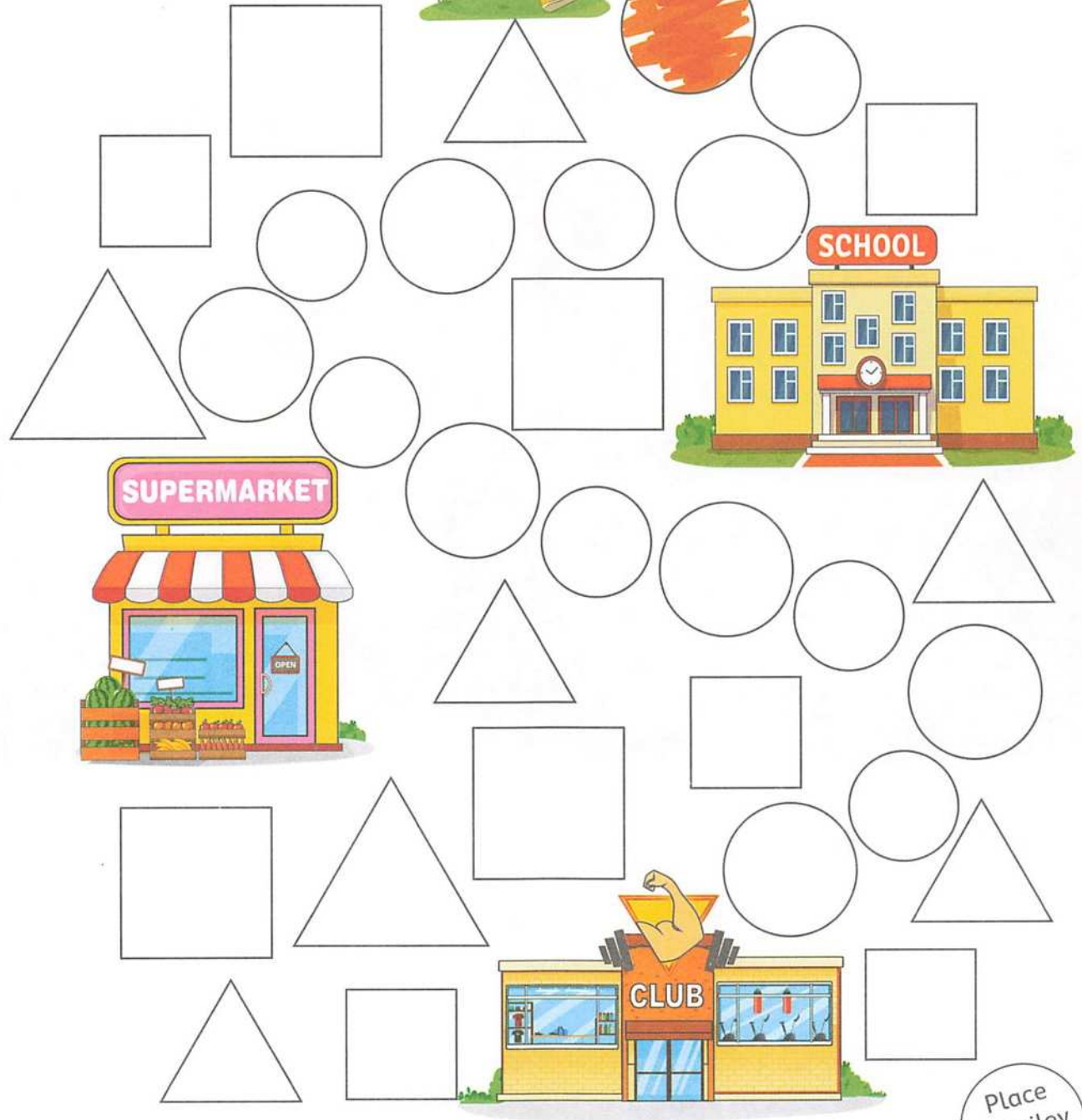


Notes for parents

- In this page ask your child to point to each big shape and say its name.



Follow the ○s. Color them. Where do they lead ?







Place a smiley face

• Point to any shape in the page and ask your child to say if that shape is big or small.

Fun with 8

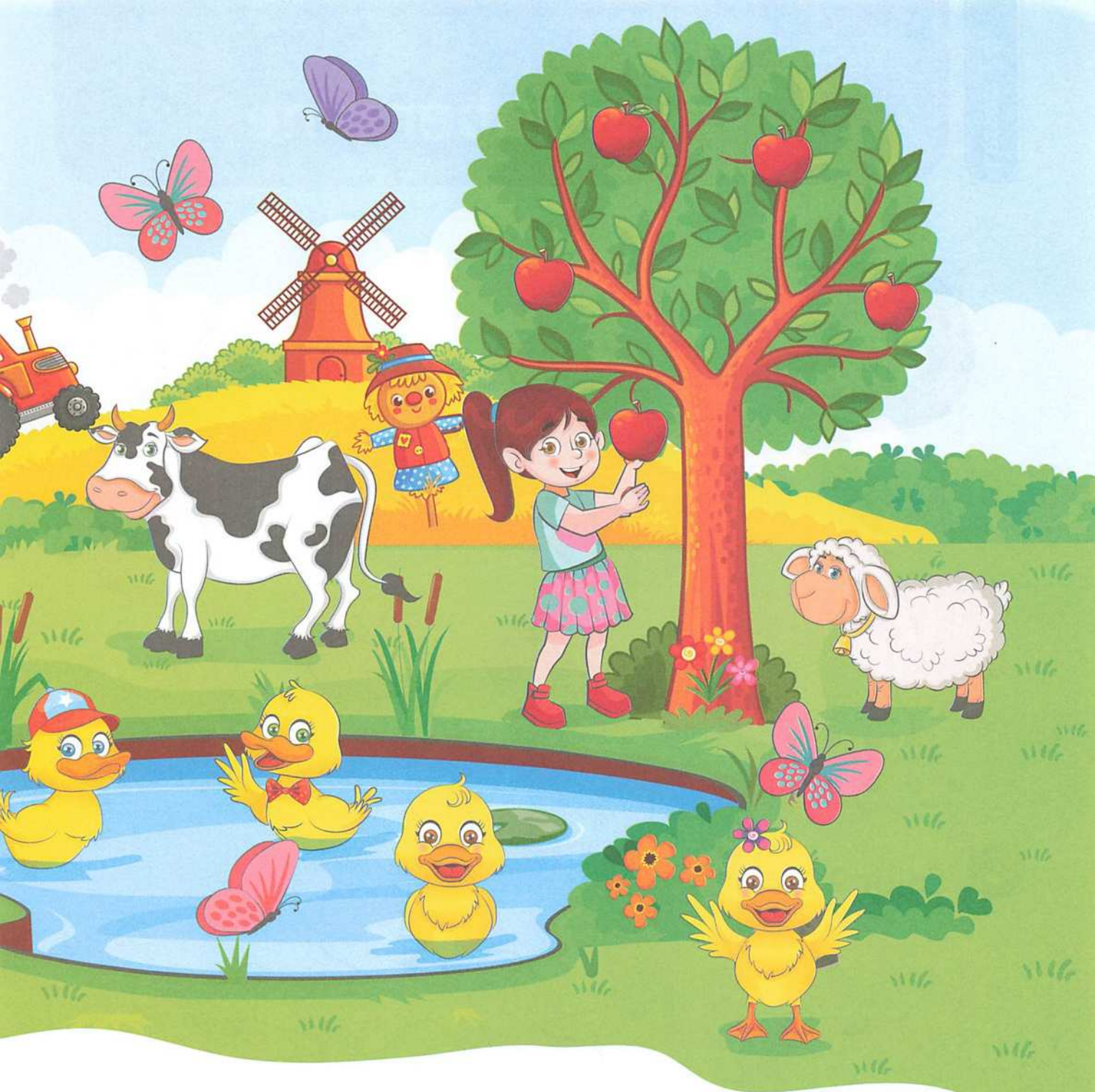


In **BOTH** pages :

- Count and circle 1 
- Count and circle 2 
- Count and circle 3 
- Count and circle 4 

Notes for parents

- Ask your child to count the numbers from 1 to 8 loudly.



• Count and circle 5



• Count and circle 6



• Count and circle 7



• Count and circle 8

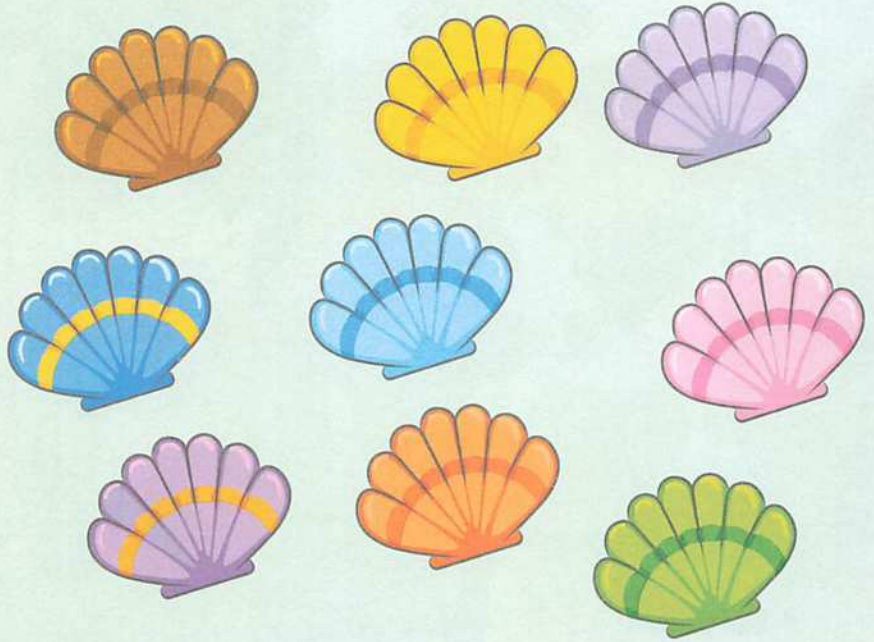
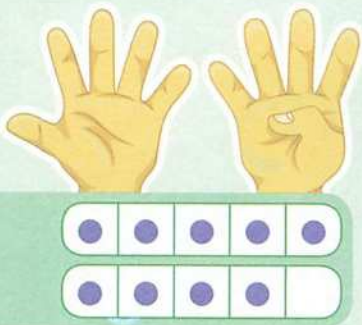


Place
a smiley
face

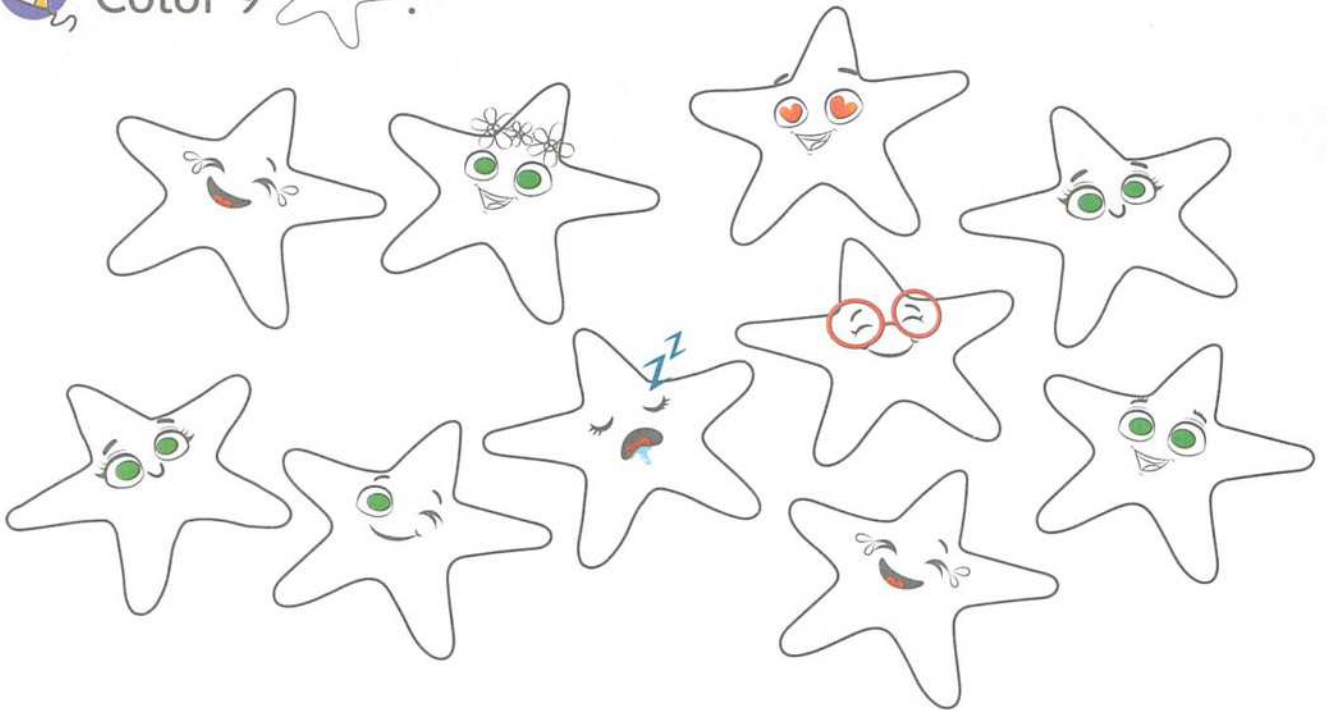
• Help your child to draw a train of 8 carriages.

The number nine

9



 Color 9 .



Notes for parents

- Ask your child to clap his / her hands 9 times.
- Explain that 9 is 1 more than 8.



✓ Tick 8



Circle 9



Place a smiley face

• Ask your child to draw 3 large triangles and then count all their sides.

Fun with 9



Circle the groups of 9.

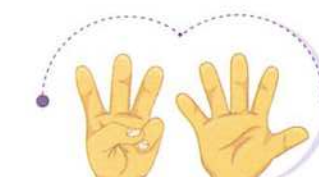
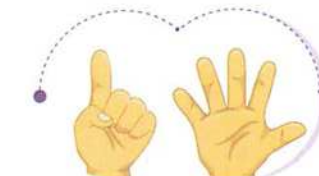
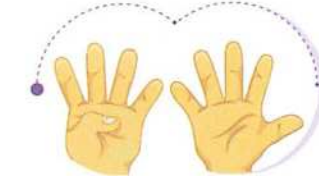
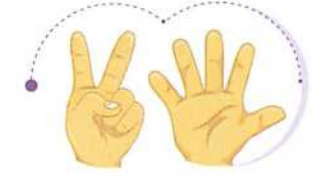
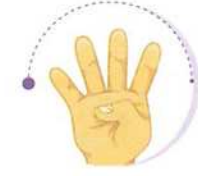
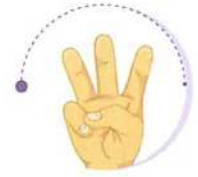
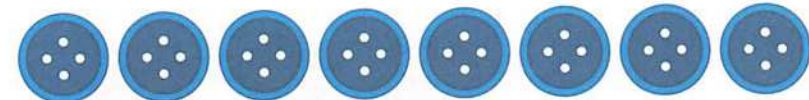
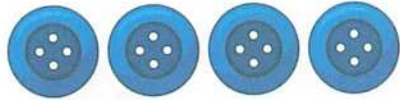


Notes for parents

- Ask your child to show you 9 fingers on his / her hands.



Match.

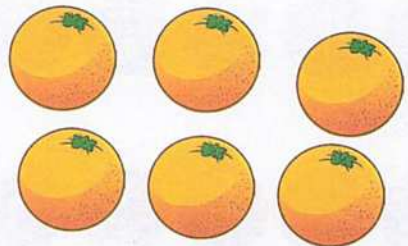
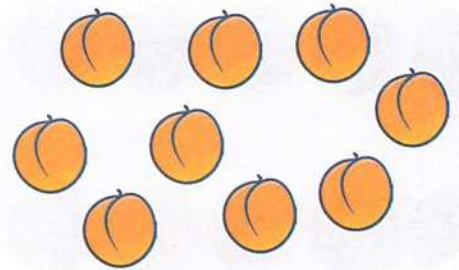
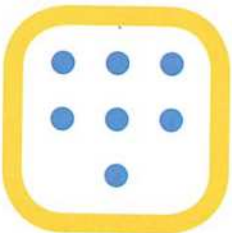
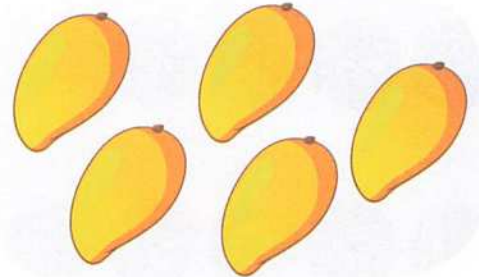
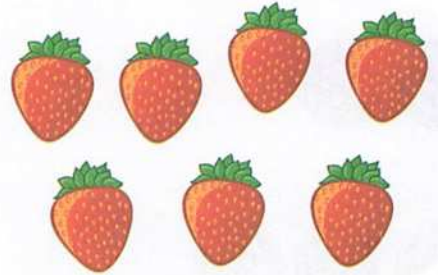


• Ask your child to make a tower of 9 cubes and another tower of 8 cubes and a third one of 7 cubes.

More to do with 9



Join the dot card to its correct group.

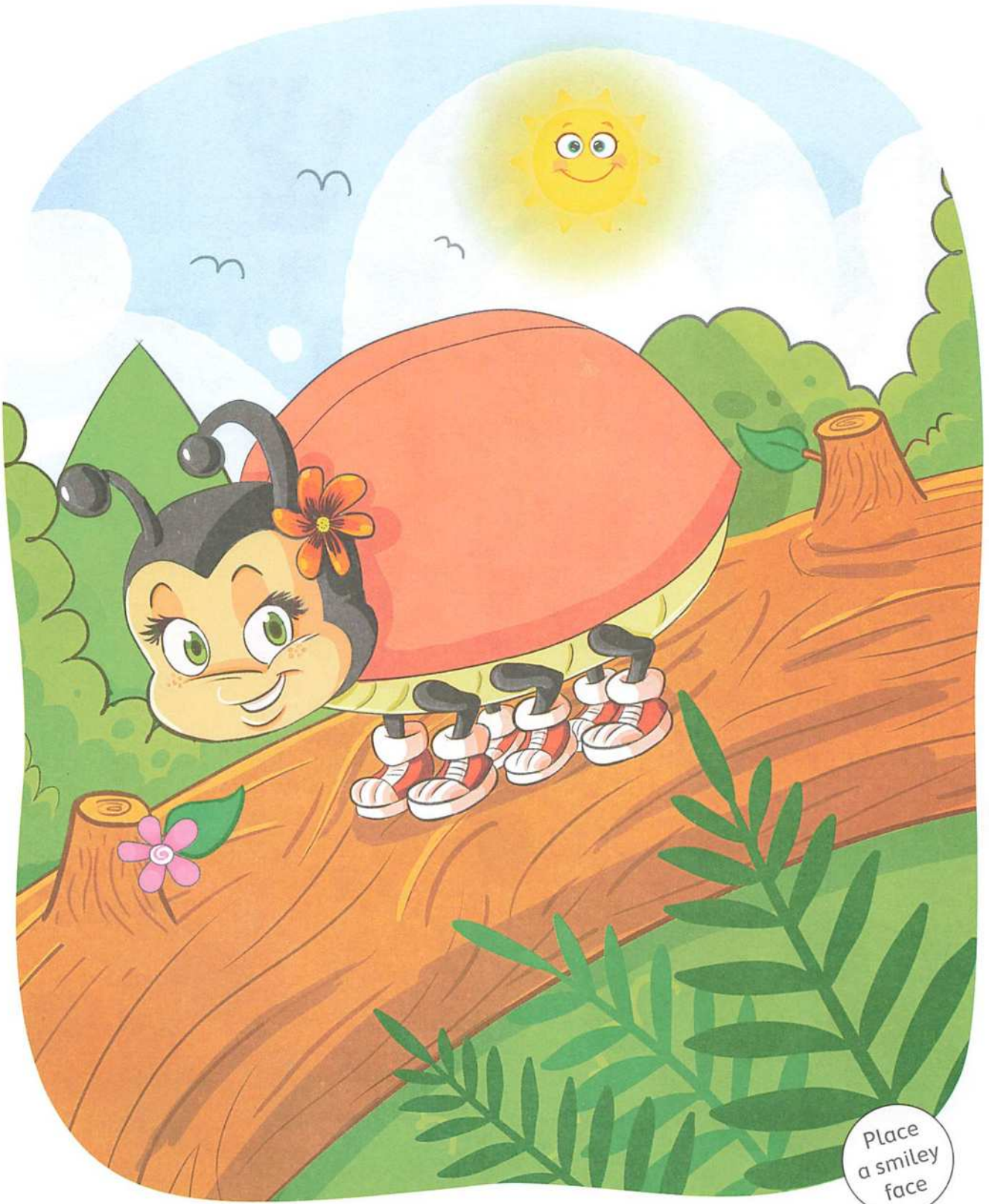


Notes for parents

- Use toys or other objects with your child to create sets of 9.



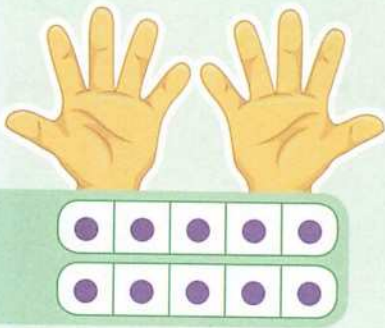
Draw 9 big black dots on the ladybug's back.



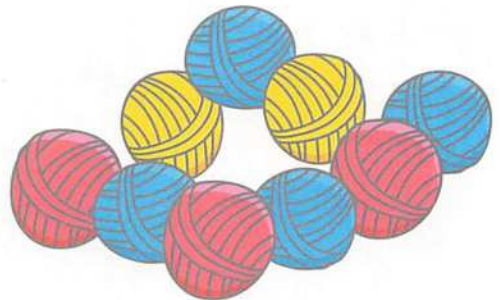
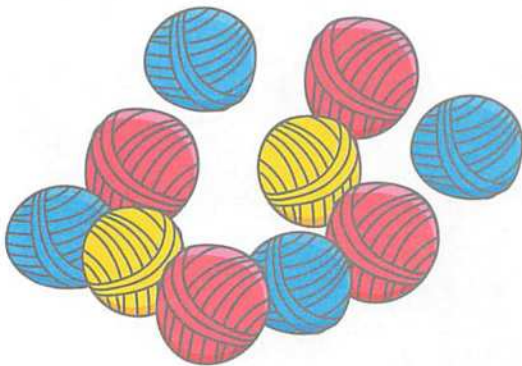
• Ask your child to bring 9 crayons, ask him / her what is his / her favourite color ?

The number ten

10



 Circle the group of 10  s.

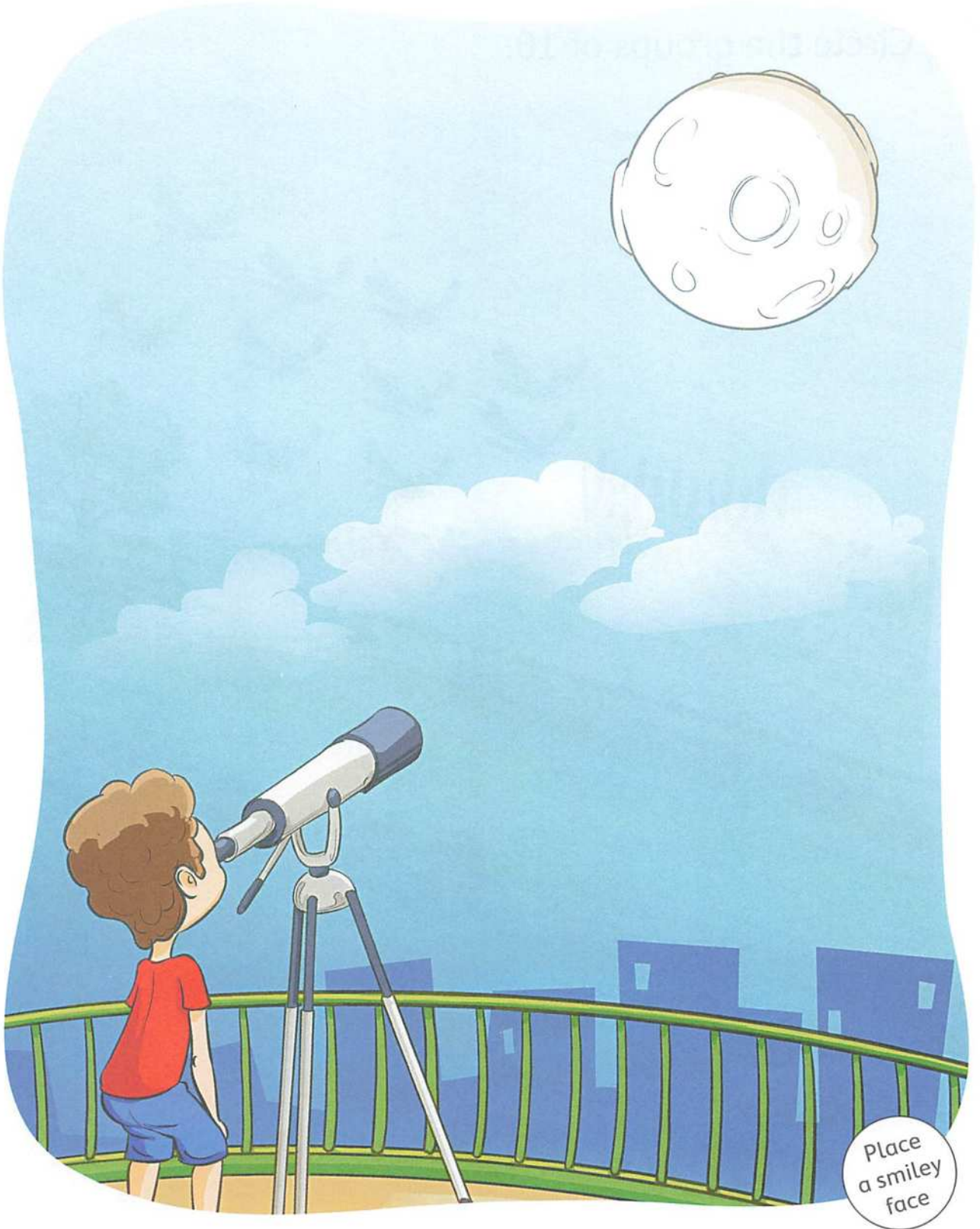


Notes for parents

- Trace your child's hands on a blank paper and ask him / her how many fingers do you have ?
- Explain that 10 is a two-digit number, written as 0 beside 1.



Stick 10 ★s in the sky.



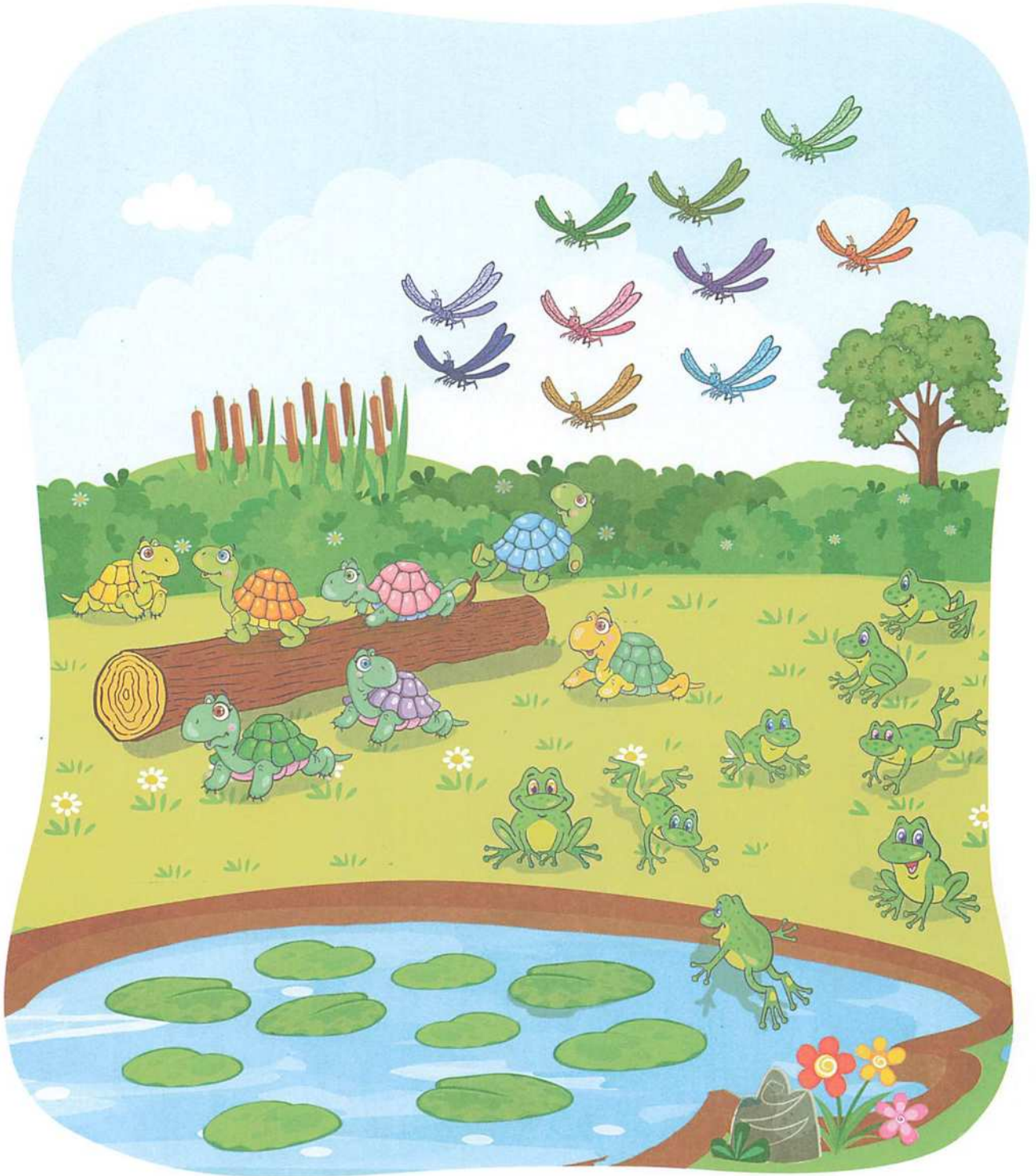
Place
a smiley
face

• Bring 10 coins and ask your child to count them loudly.

Fun with 10



Circle the groups of 10.

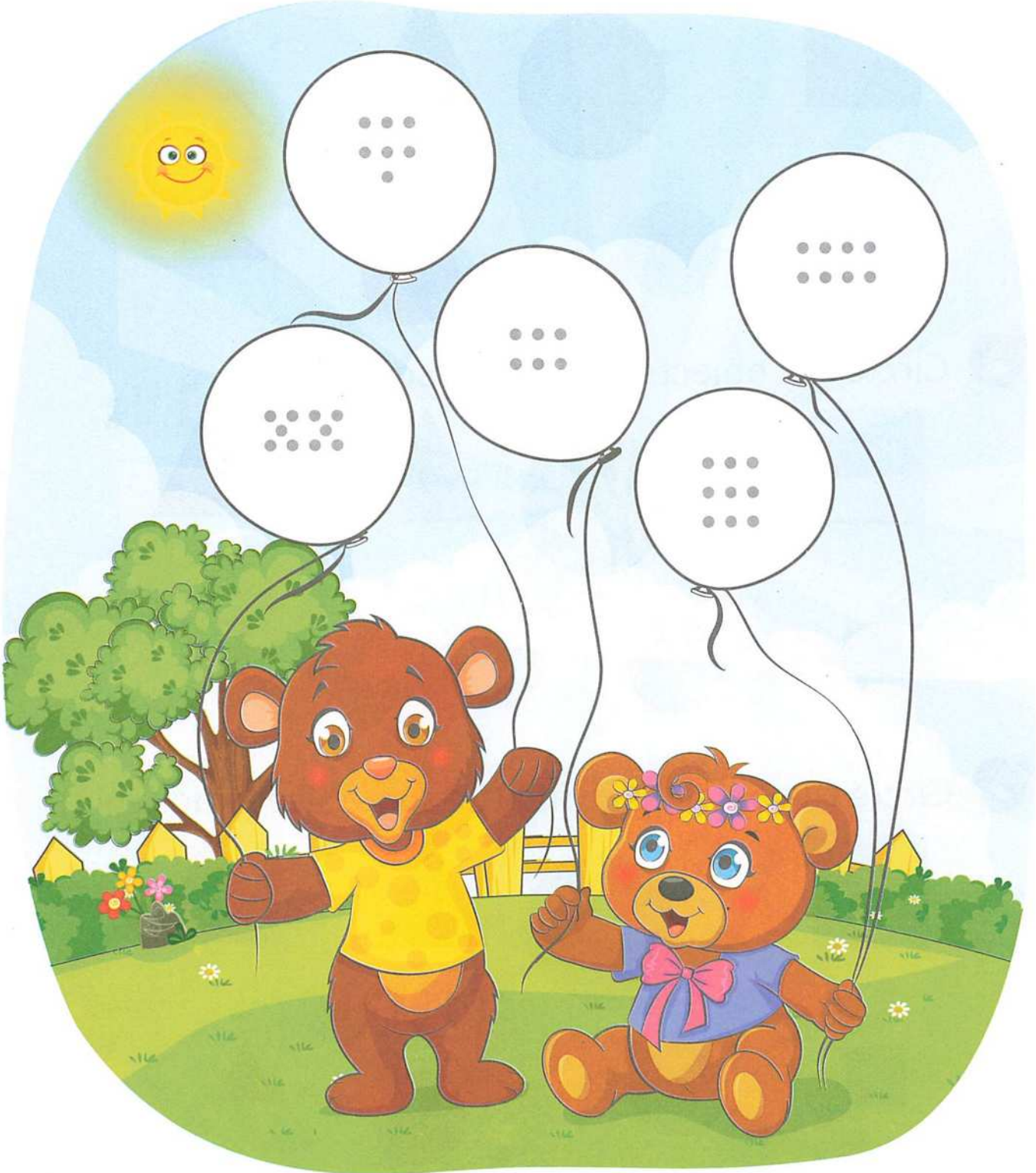


Notes for parents

- Ask your child to clap his / her hands 10 times.



Count the dots. Color the balloons.

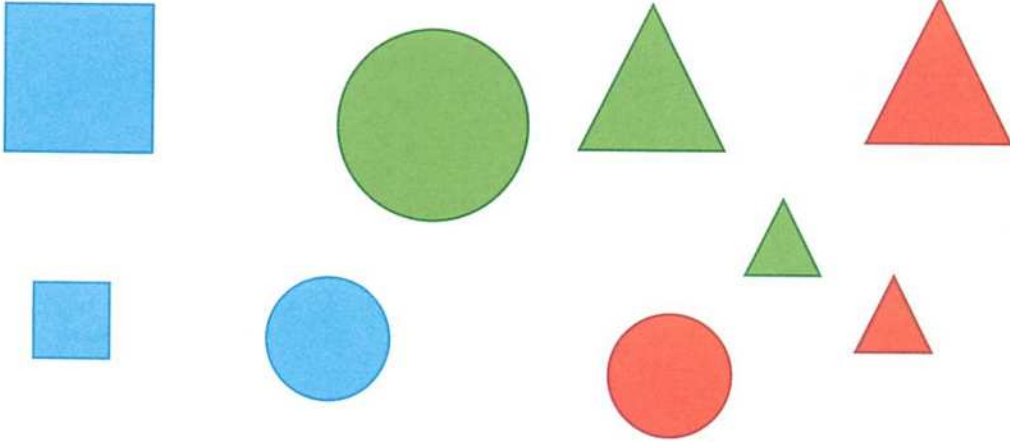


• Ask your child to name 10 of his / her friends in school.

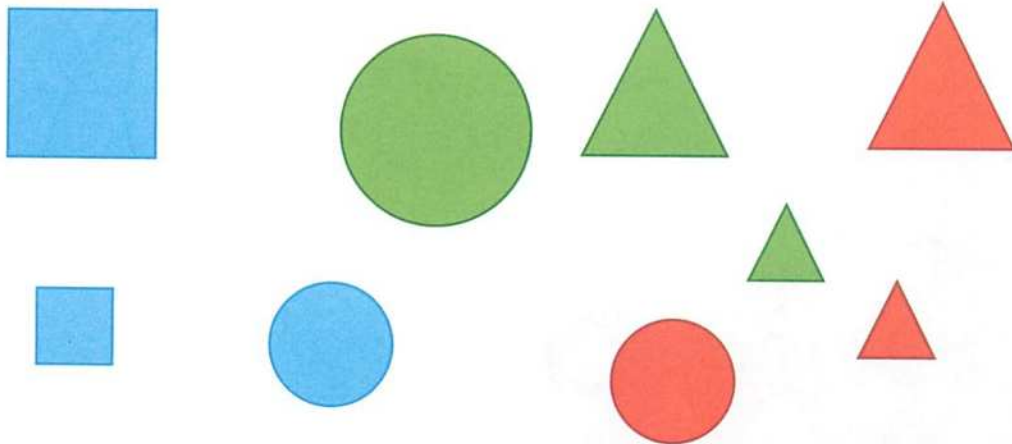
Sorting by shape , color and size



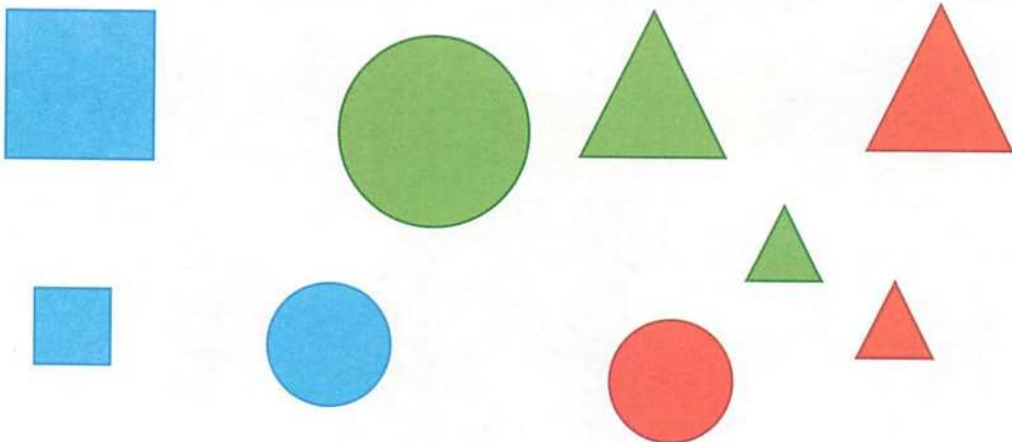
Circle the objects having the same shape.



Circle the objects having the same color.



Circle the objects having the same size (small-big).



Notes for parents

- Ask your child to tell you the ways of sorting objects in this page.



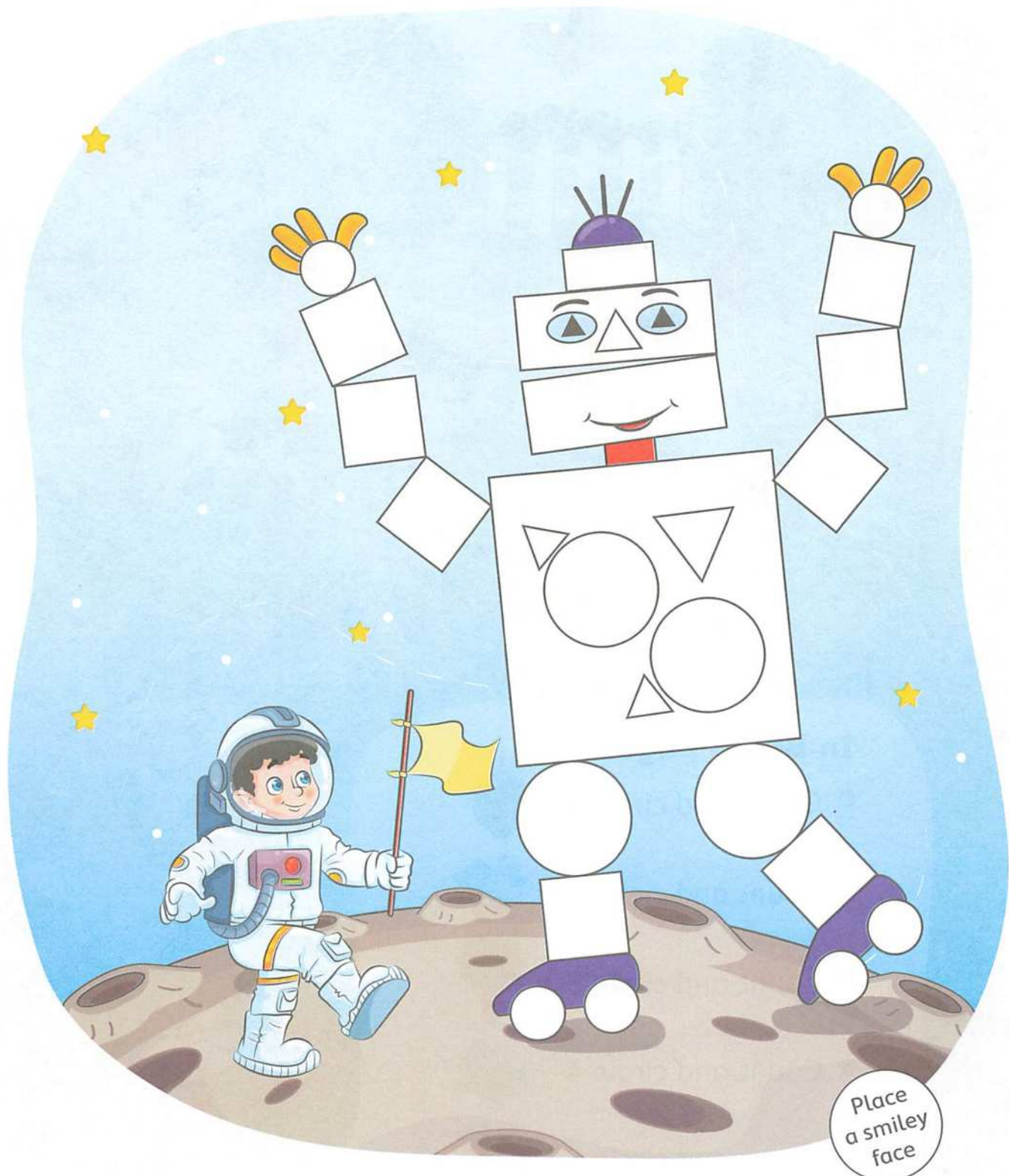
Color the picture.

△ = green

○ = yellow

□ = blue

□ = red



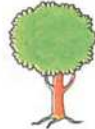
• Point to each shape in this page and ask your child to name it and say if the shape is big or small.

More to do with 10



In **BOTH** pages :

- Count and circle 1
- Count and circle 2
- Count and circle 3
- Count and circle 4
- Count and circle 5



Notes for parents

- Ask your child to jump the rope 10 times.



● Count and circle 6



● Count and circle 7



● Count and circle 8



● Count and circle 9



● Count and circle 10

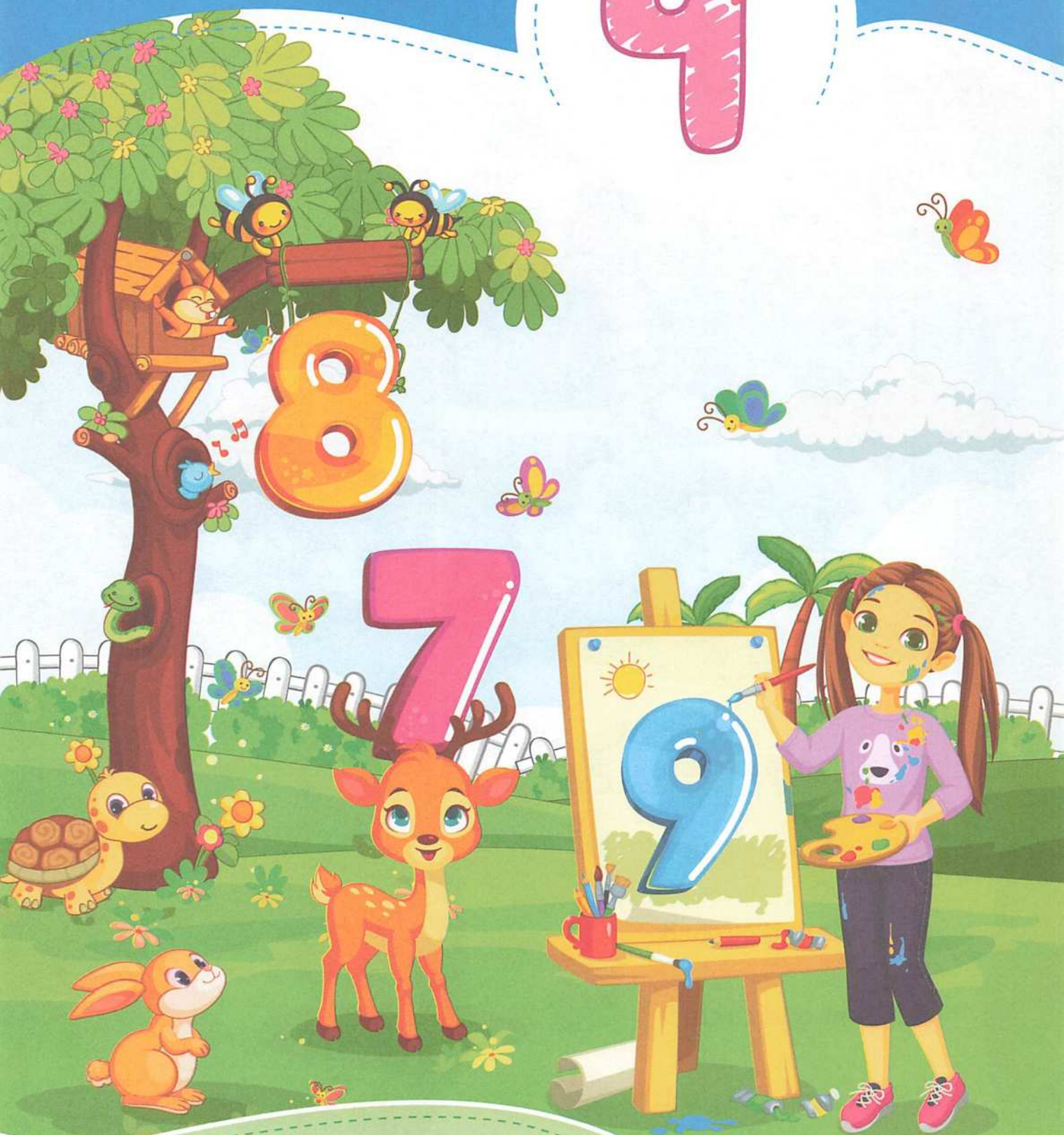


Place a smiley face

• Use beans, dry pasta and paper clips and create sets from 1 - 10.

Chapter

4





Outcomes

At the end of chapter four, your child will be able to:

- Participate in calendar math activities
- Count from 1 to 10
- Sky write numbers from 0 to 10
- Write numbers from 0 to 9
- Represent quantities from 1 to 9 using drawings or objects
- Classify objects to identify and extend simple patterns
- Demonstrate understanding of the relationship between number and quantity



Key vocabulary

- | | | | |
|------------|-----------|------------|---------------|
| • Counting | • Create | • Drawing | • Zero |
| • One | • Two | • Three | • Four |
| • Five | • Six | • Seven | • Eight |
| • Nine | • Ten | • Big | • Small |
| • Bigger | • Smaller | • Red | • Blue |
| • Circle | • Square | • Strategy | • 1 more than |



Activities at home



Calendar time

Every day say the names of the days and months and ask your child to repeat after you. Point to today's date and say the whole date and ask your child to repeat after you.

Collecting things

Take some paper bags labeled with different numbers up to 9 and ask your child to look around his/her room and collect a group of objects that matches the number on each bag.



Walking along a number

Make a large number on the floor with chalk and invite your child to walk along this number. Make sure your child starts at the right point.



Use number cards

- Lift a number card up, and ask your child to say its name out loud.
- Display a number card and ask your child to represent it by drawing. If you teach the number 2, for example : draw two eyes.
- Display a number card and ask your child to collect a group of things matches this number.



Art center



Funny numbers

Encourage your child to use different materials such as clay, buttons and beans to form numbers.



Puzzle number

Create 5 number cards. Divide each card into 2 or 3 pieces. Mix up all pieces and ask your child to put the pieces together again to identify all the number cards.



Decorative numbers

Draw a large number, 6 for example, on construction paper. Help your child to cut out this number and ask him/her to decorate it. Your child can use cut and paste paper to cut 6 stars and stick them on the large 6



Beautiful bracelets

Invite your child to use different materials to create pattern bracelets. He/she can string beads or pasta in different shapes or colors onto yarn and fasten it to make a bracelet.

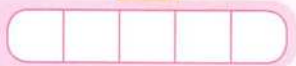


The number zero

0



This tank has 0 fish



Circle the nest that has 0 birds inside.

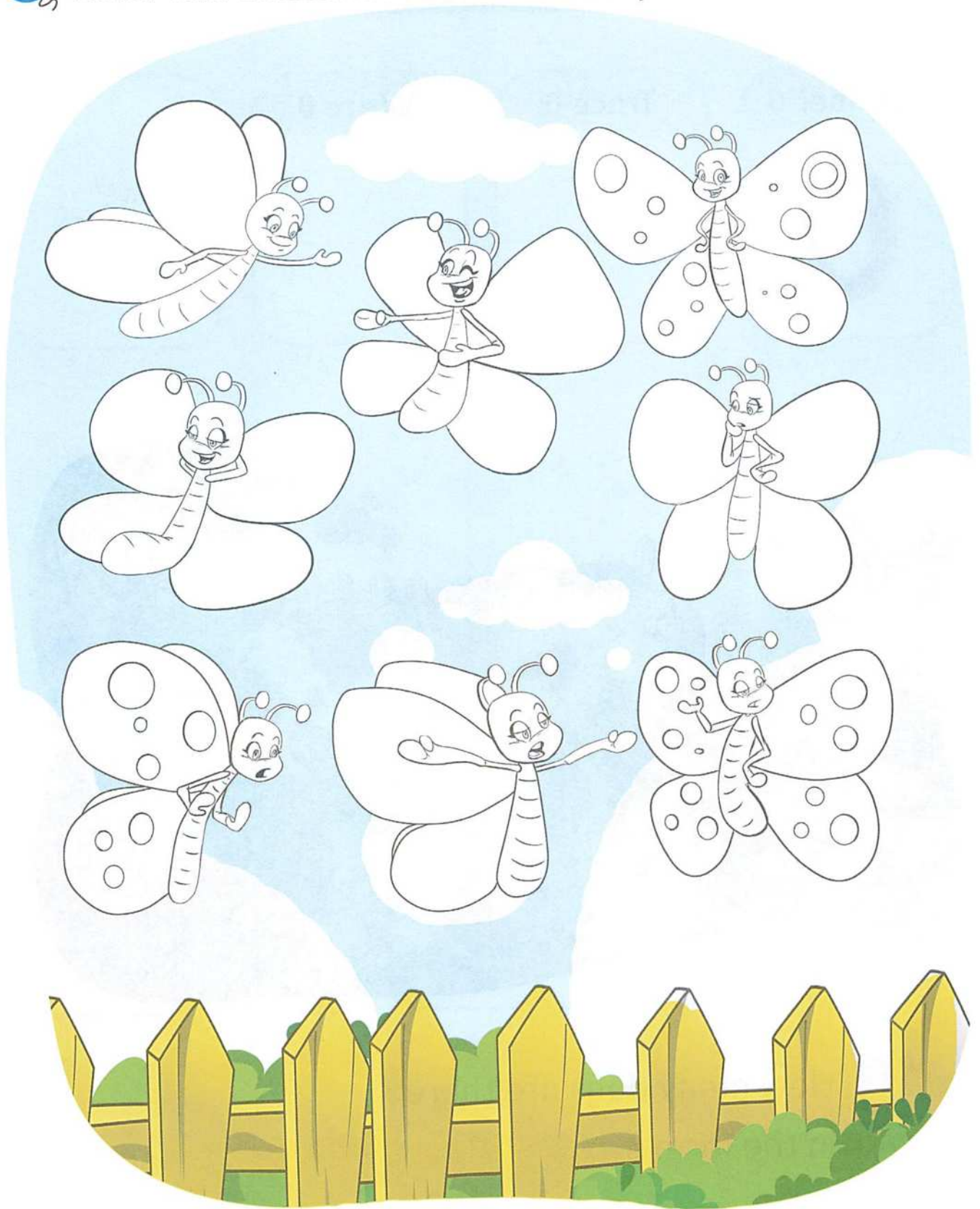


Notes for parents

- Ask your child to write 0 in the air.



Color the butterflies that have 0 spots.



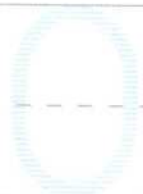
• Ask your child questions as : How many wings do you have ?

Writing number 0

Number 0

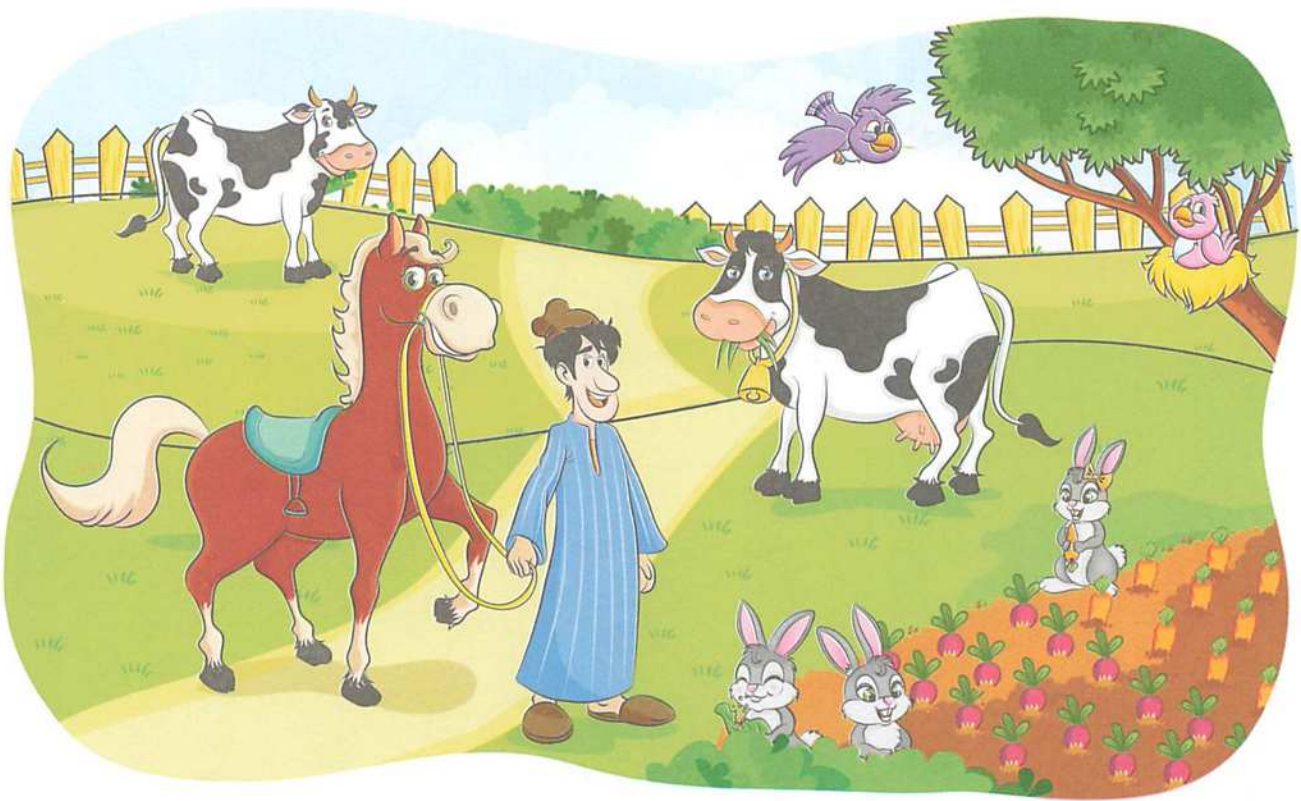


Trace 0



Write 0

Stick
number 0



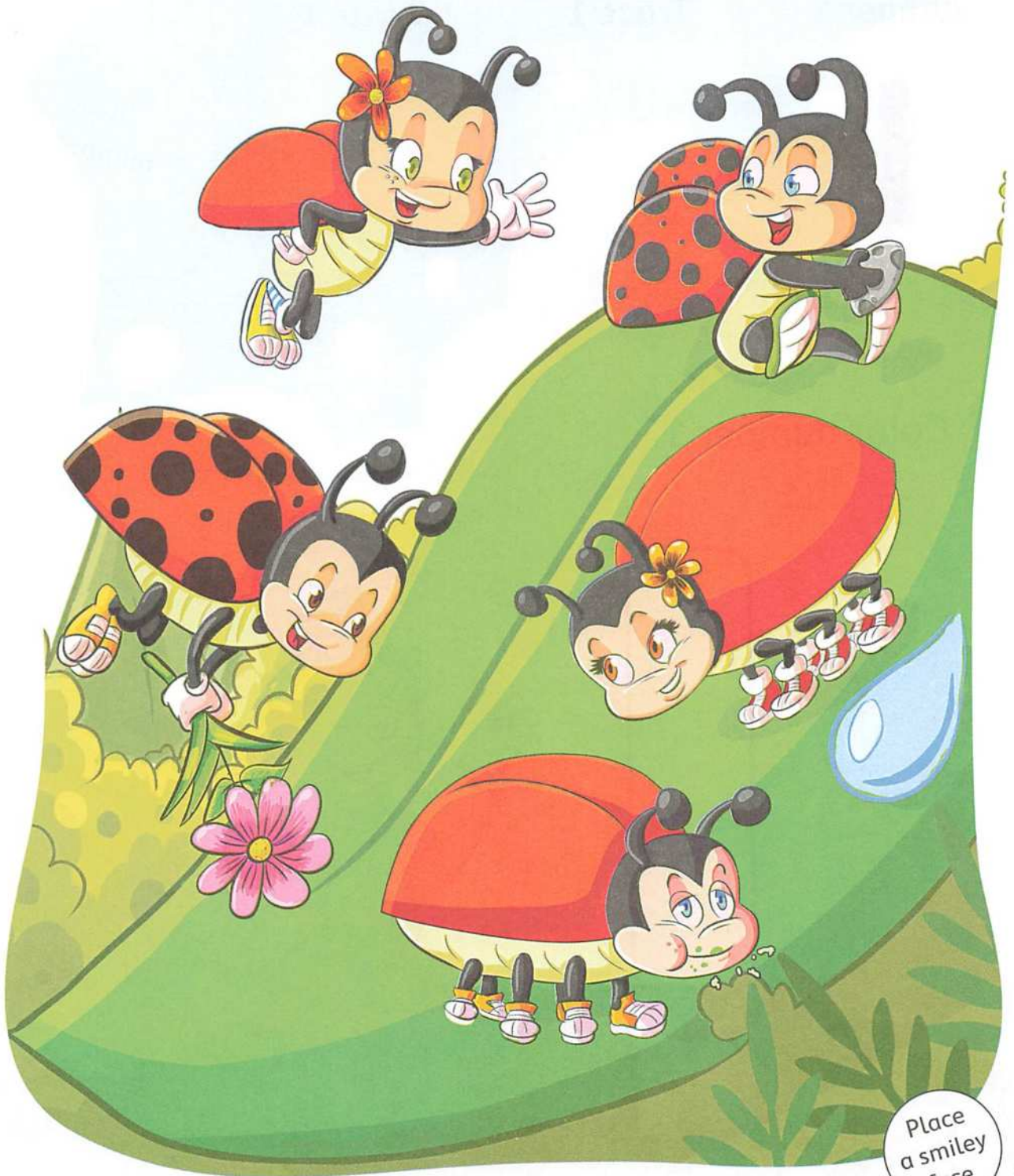
How many dogs are there
in the farm ?

Notes for parents

- Ask your child to trace and write 0s. Check that your child holds his/her pencil correctly.



Circle the ladybugs that have 0 spots.



Place a smiley face

• If your child need to do more practice writing Os, let him/her to write Os on a sheet of paper.

Writing number 1

Number 1



Trace 1



Write 1

Stick
number 1



Color number 1.



Notes for parents

- Help your child to make the number 1 using clay.



Draw and color 1  in the sky.



• Let your child draw number 1 on a sheet of paper and use glue and glitter to decorate it.

Writing number 2

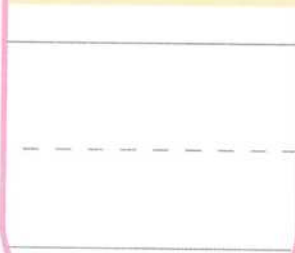
Number 2



Trace 2



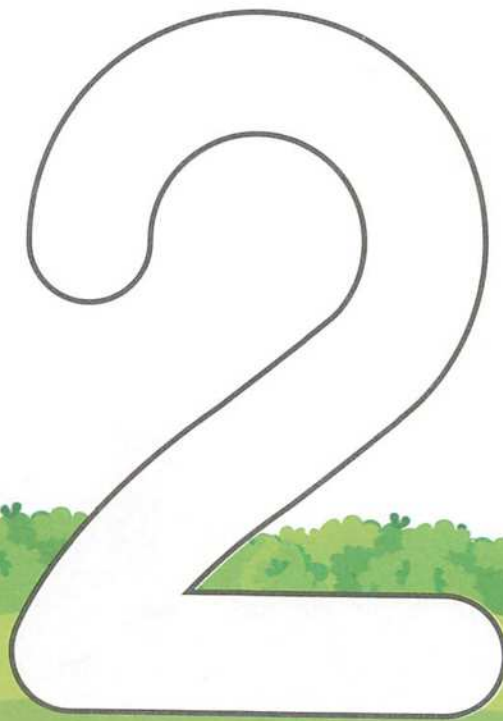
Write 2



Stick
number 2



Color number 2.



Notes for parents

- Ask your child to help you write the numbers 1 and 2 to label things around your house.



Draw and color 2  s in the bunny's cart.



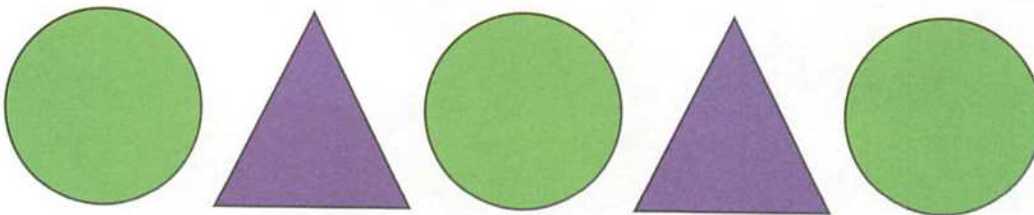
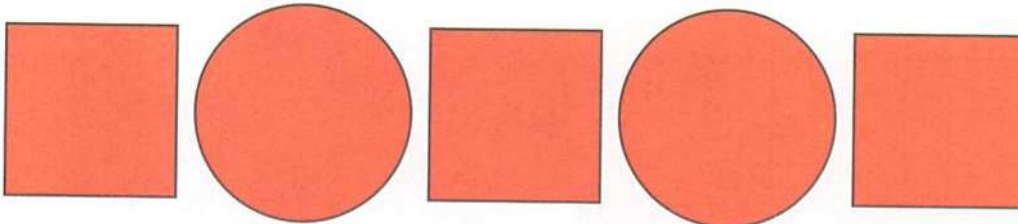
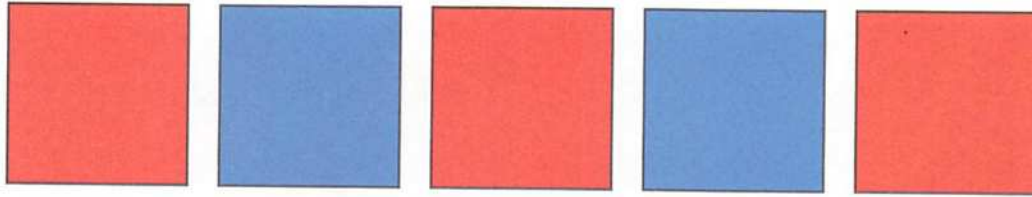
• Ask your child to write big 2 on a coloring sheet of paper and help him / her to cut around it.

Patterns



What comes next ?

Draw and color shapes to continue the patterns.

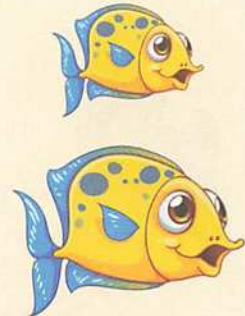
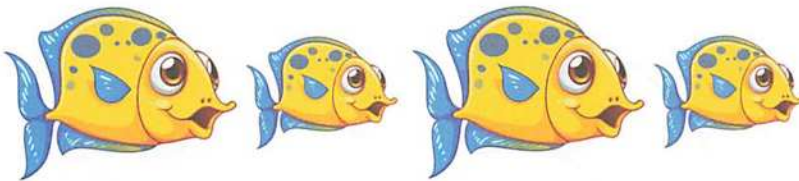
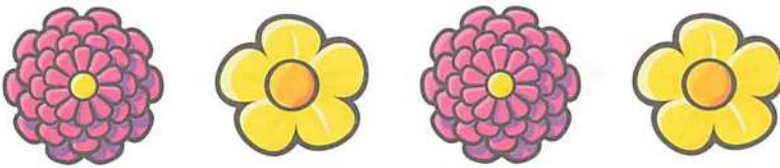


Notes for parents

- Give your child sets of objects such as pens, pencils and crayons and let him / her to show you how to make a pattern.



Choose the picture that comes next.



Place
a smiley
face

• Ask your child to use shapes cut from colored paper to make a two-color pattern.

Writing number 3

Number 3



Trace 3



Write 3

Stick
number 3



Color number 3.



Notes for parents

- Ask your child to show you a group of 3 things and write the number 3 to label the group.



Draw and color 3  s in the vase.

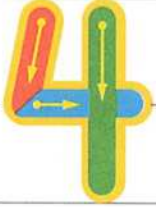


Place
a smiley
face

• Ask your child to draw a picture that shows a group of 3.

Writing number 4

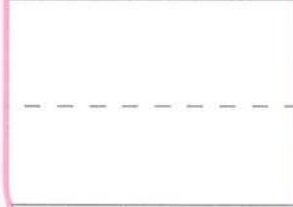
Number 4



Trace 4



Write 4



Stick
number 4



Color number 4.



Notes for parents

- Ask your child to draw a square and label each side by a number from 1 to 4.



Draw 4 ☁️ s in the sky.



- Give your child a card with number 4 written on it, then ask him / her to draw pictures on this card to show a group of 4.

Writing number 5

Number 5



Trace 5



Write 5

Stick
number 5



Color number 5.



Notes for parents

- Say a number from 1 to 5 and ask your child to write it.



Draw and color 5



s on the cake.



- Put your hand on a paper and ask your child to trace around your fingers then ask him/her to count the fingers.

Writing number 6

Number 6



Trace 6



Write 6

Stick
number 6



Color number 6.

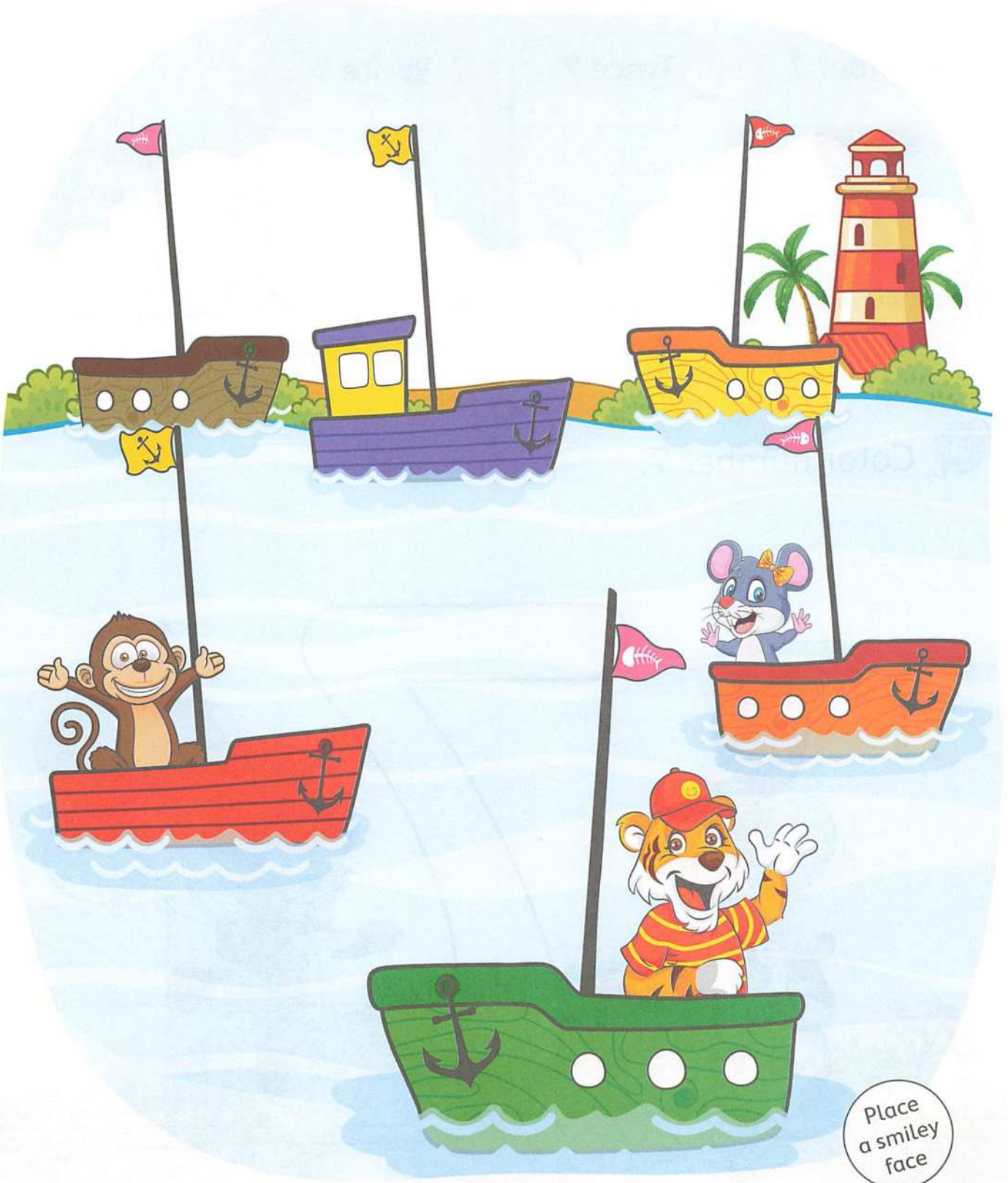


Notes for parents

- Ask your child to stick 6 stickers on a sheet of paper and label it by 6.



Draw and color 6  s on 6 boats.



Place a smiley face

• Ask your child to count all sides in 2 triangles and write the number.

Writing number 7

Number 7



Trace 7



Write 7

Stick
number 7



Color number 7.



Notes for parents

- Ask your child what is the number of days of one week ?



Draw and color 7  s on the tree.



Place
a smiley
face

• Ask your child to cut 7 pictures of fruits and vegetables he / she likes from a magazine and stick them to make a poster of his / her favourite fruits and vegetables.

Writing number 8

Number 8



Trace 8



Write 8



Stick
number 8



Color number 8.



Notes for parents

- Ask your child to count the legs of two chairs and write how many.



Draw and color 8 s.



Place a smiley face

• Draw number 8 on construction paper and invite your child to cut it out and then decorate it.

Writing number 9

Number 9



Trace 9



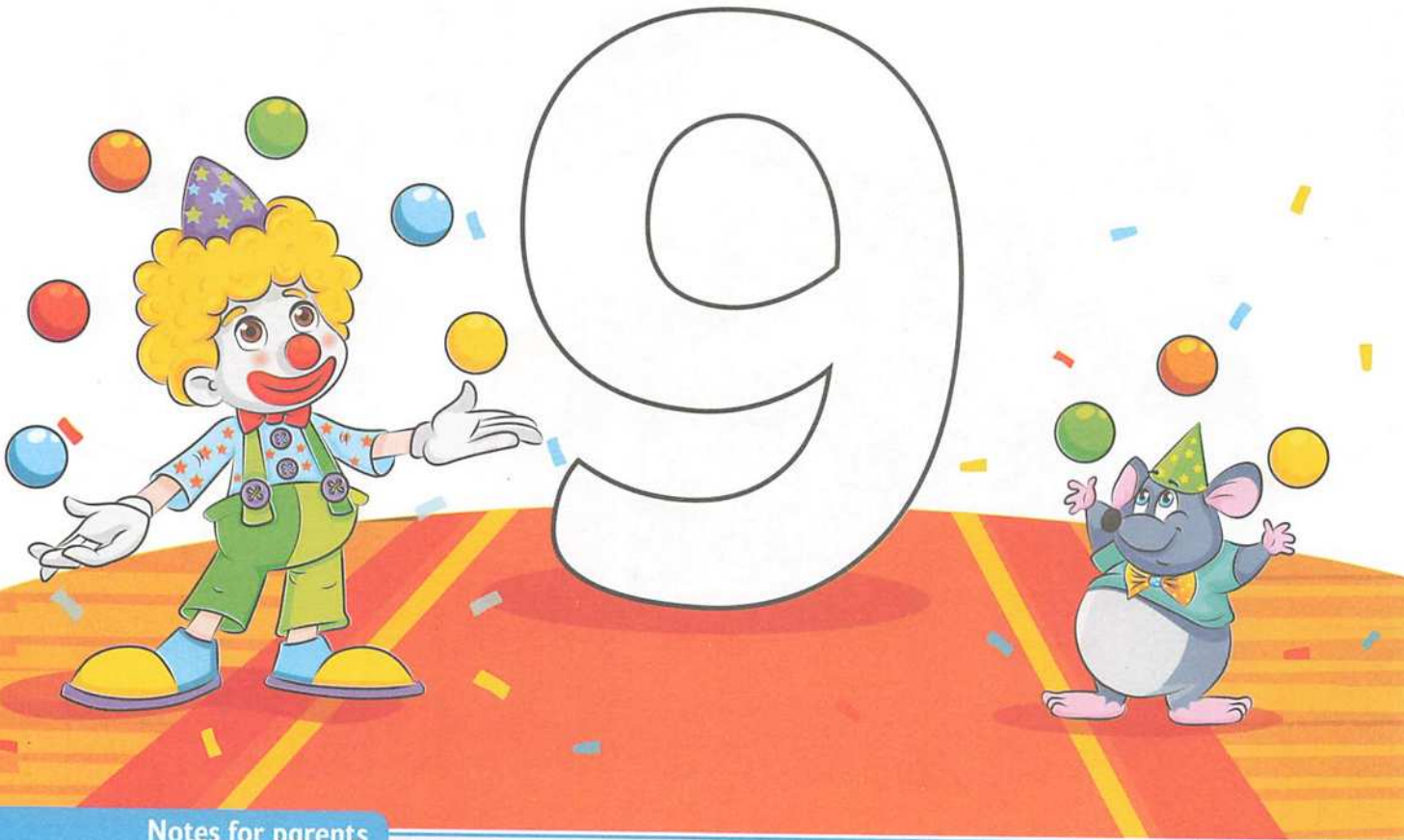
Write 9



Stick
number 9



Color number 9.



Notes for parents

- Display a number card for 9. Invite your child to make different designs with 9 beans on different sheets of paper.



Draw and color 9  s in the water.



• Ask your child to jump 9 hops and write the number 9.

Chapter

5





Outcomes

At the end of chapter five, your child will be able to:

- Participate in calendar math activities
- Count from 1 to 10
- Write numbers from 1 to 10
- Represent quantities from 1 to 10 using drawings or objects
- Describe a group of objects or pictures using the term equal
- Identify equal groups
- Act out an addition story problem
- Demonstrate understanding of the relationship between number and quantity
- Explain how he/she solved a story problem
- Compare quantities using the term less than
- Compare quantities using the term greater than

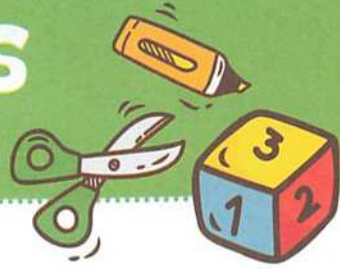


Key vocabulary

- | | | |
|----------------|------------|-------------|
| • Left | • Right | • Ten |
| • Addition | • Backward | • Forward |
| • Equal | • Compare | • Less than |
| • Greater than | | |



Activities at home

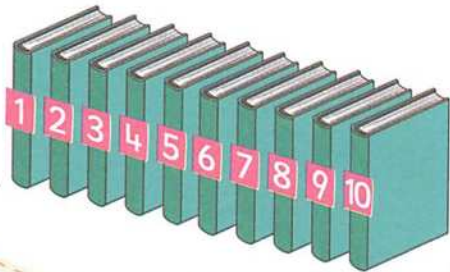


Calendar time

Every day say the names of the days and months and ask your child to repeat after you. Point to today's date and say the whole date and ask your child to repeat after you.

Book order

Help your child to label small pieces of masking tape with the numbers from 1 to 10 and place one label on each book spine. Encourage your child to say the numbers aloud.



Tell addition story

Ask your child to use counters or cubes or other objects to act out and solve an addition story problem.

For example: 3 rabbits are in the park. 2 rabbits join them. How many rabbits are in the park now?



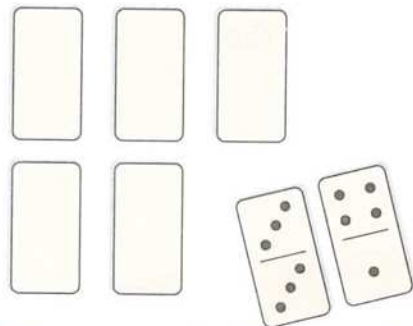
Guess the number

Use your finger to write any number from 0 to 10 in your child palm, and then ask your child to guess this number.



Are they the same?

Give your child a set of dominoes and ask him/her to turn the dominoes facedown. Select a domino and show it to your child. Ask your child to say SAME if the number of dots on each half of the domino is the same, and say DIFFERENT if they are different. Play continues until all dominoes have been collected.

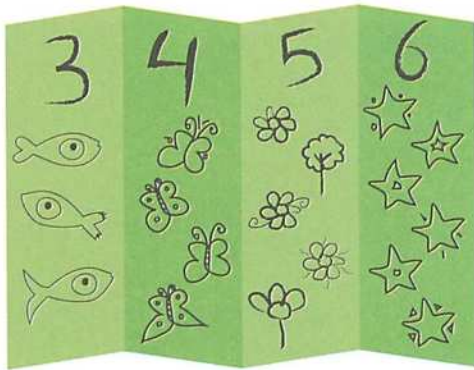


Art center



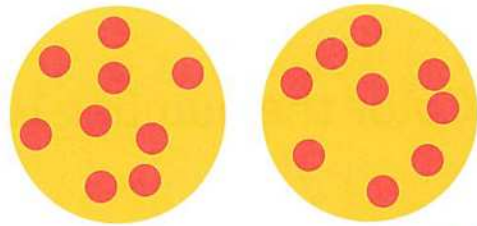
Number fan

Help your child to make a number fan. Fold a paper into quarters, and then ask your child to write a number at the top of each column, the numbers should be in order. Ask your child to draw pictures of items that correspond to the numbers.



Making equal groups

Cut 2 identical large circles from drawing paper to represent PIZZAS and 18 small circles to represent pieces of pepperoni. Ask your child to make 2 pizzas such that each pizza has the same number of pieces of pepperoni.



More or less

Invite your child to help you sort art supplies. Ask him/her to place each item such as crayons, markers, pencils and paint brushes in separate boxes. Pick two boxes and ask your child to tell which one has more items. Pick another two boxes and ask your child to tell which one has less items.



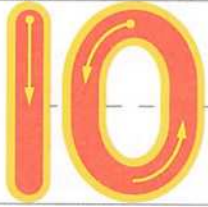
Which one has more?

Display 6 red and 8 blue snap cubes. Ask your child how he/she sort them to find out which one has more cubes. If your child does not suggest it, model snapping cubes together to make a red train and a blue train, place the two trains side by side and compare their lengths without counting. Ask your child to tell which train has more cubes and which train has fewer cubes.

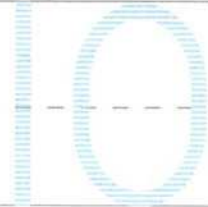


Writing number 10

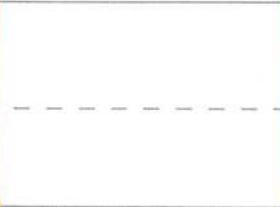
Number 10



Trace 10



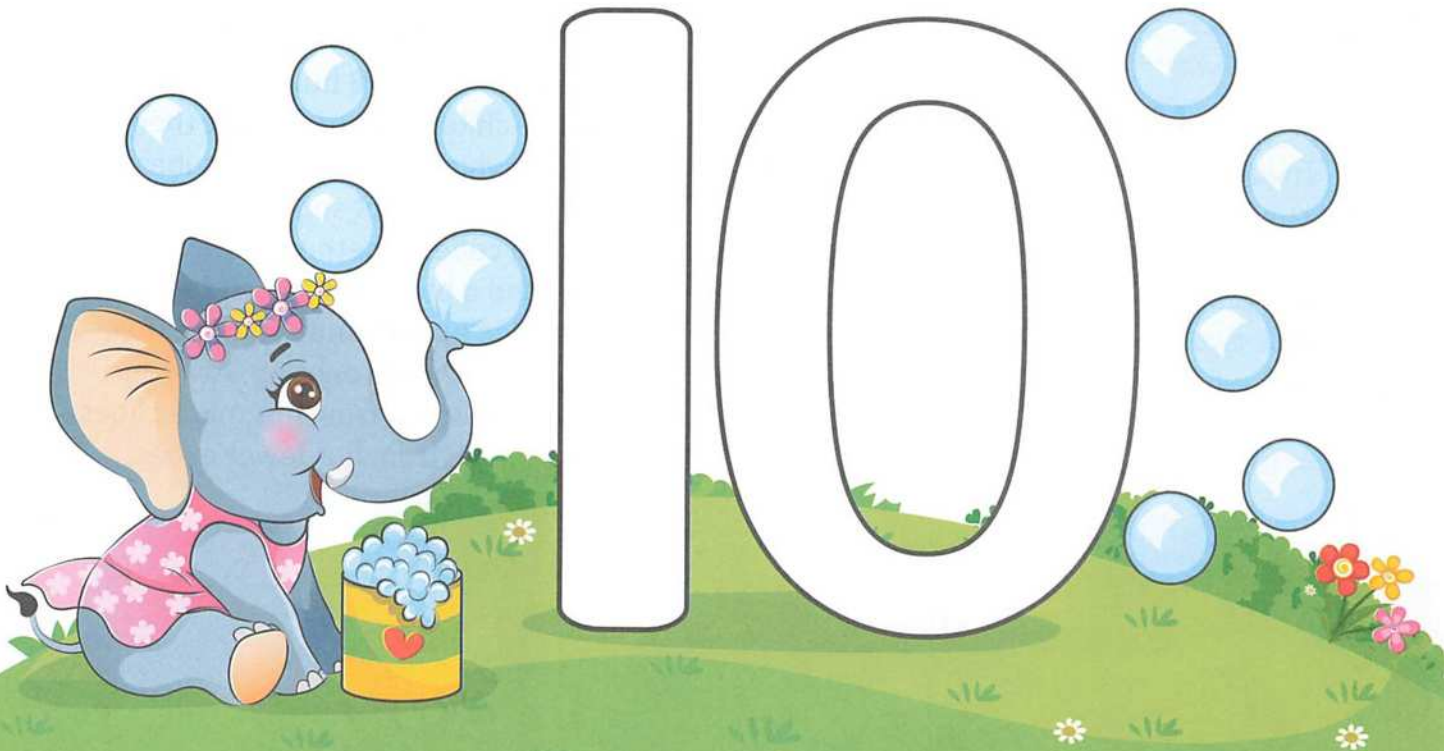
Write 10



Stick
number 10



Color the number 10.

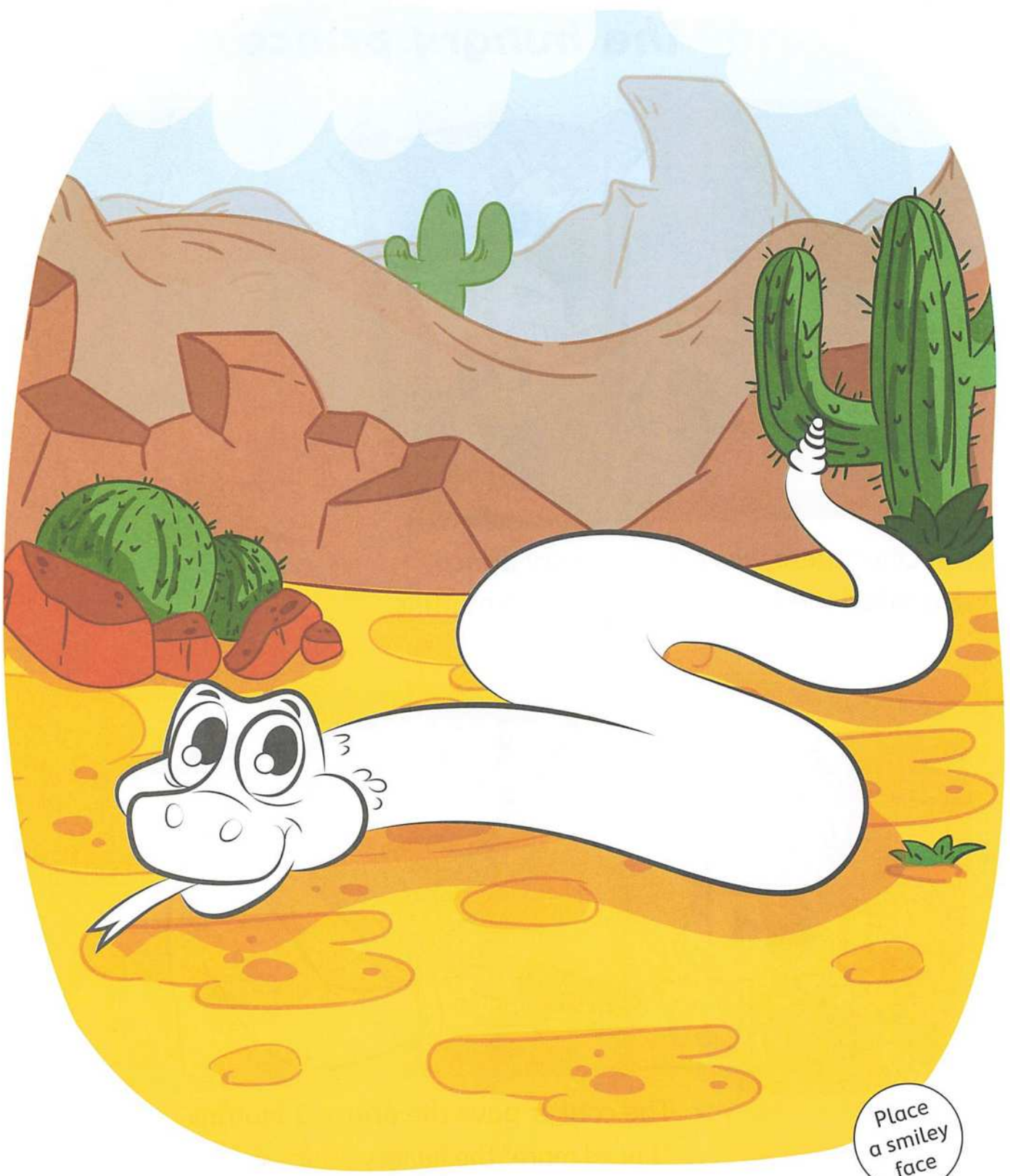


Notes for parents

- Ask your child to make number 10 with clay.



Draw and color 10 s on the snake.



Place a smiley face

• Ask your child to draw 10 small circles and write the numbers from 1 to 10 inside them.

Addition story problem

This story will help your child to understand addition facts

The hungry prince



Once there was a very hungry prince.
He asked the cooker to make some muffins.



The cooker gave the prince 2 muffins.
"I need more" the hungry prince said to the cooker.

Notes for parents

- Talk with your child about the strategies of solving the story problem in the both pages such as : Putting together, counting on using fingers, drawing objects, etc.



The cooker gave him 3 more.



"Goody" said the hungry prince.
The hungry prince ate every one of them.



How many muffins did the hungry prince eat at all ?

2 3 5

Place
a smiley
face

• Create another story problem and ask your child how to solve it using the strategies.

Practice writing the number 1



Trace the number 1.

Tracing practice area with a dashed line and vertical blue guides.

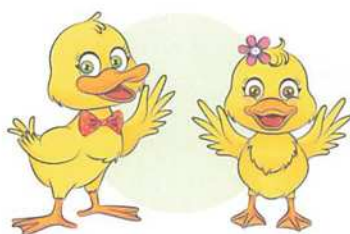


Write the number 1.

Writing practice area with a dashed line.



Draw lines from the number 1 to the groups of 1.

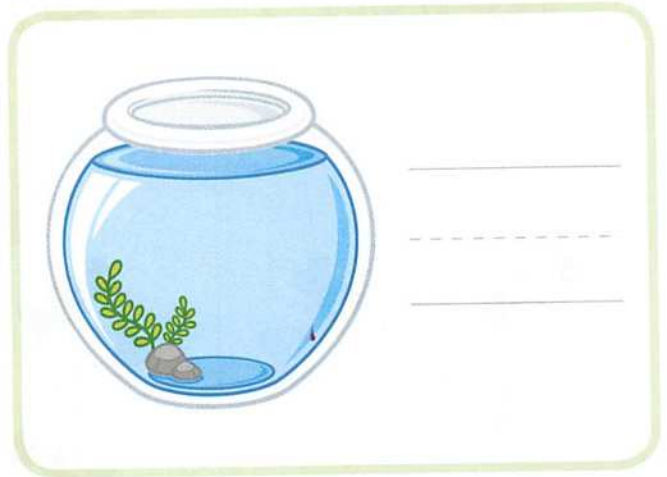
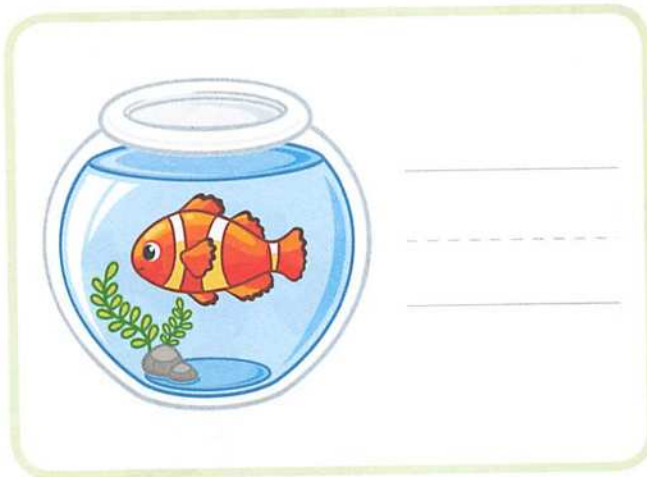
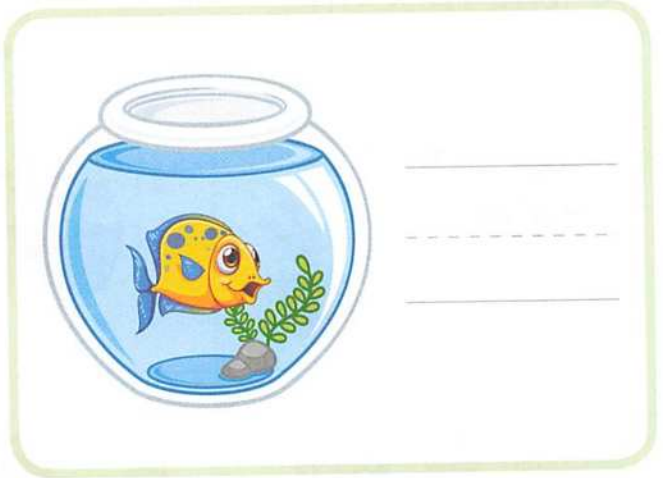
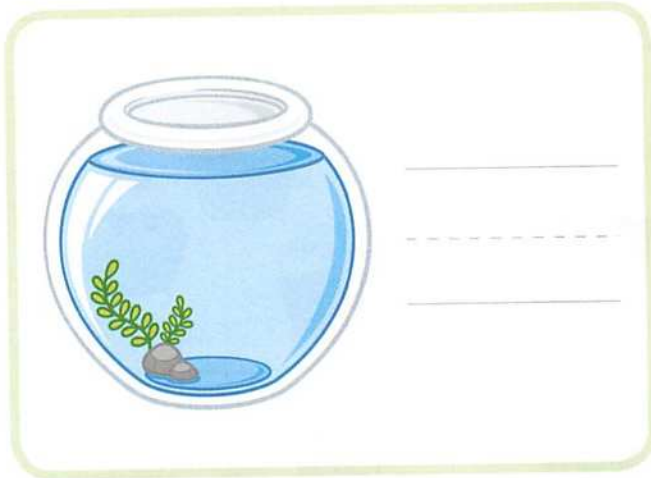
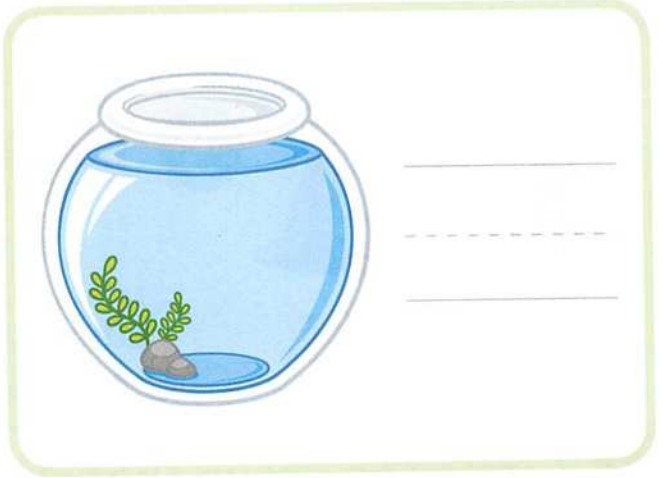
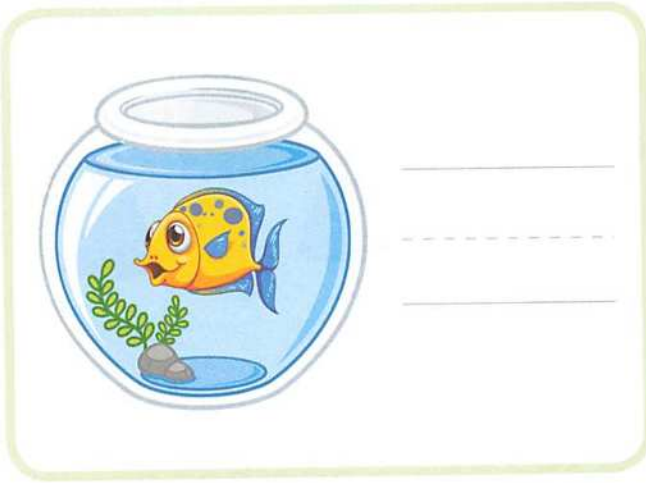


Notes for parents

- Ask your child to write 1 on a blank paper and draw 1 object then stick it on the wall of his / her room.



How many fish are in each one ?



• Tell your child that each person has only one heart, then draw big heart and write 1 beside it and then color the heart in red. Ask your child to find more things that are in the human body and has only one of it.

Equal to



3

is equal to

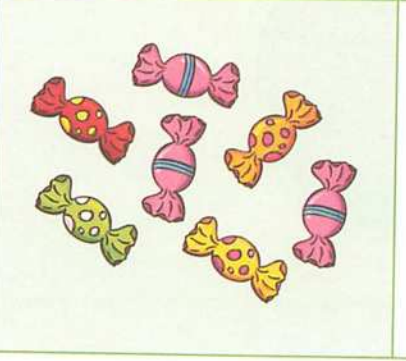
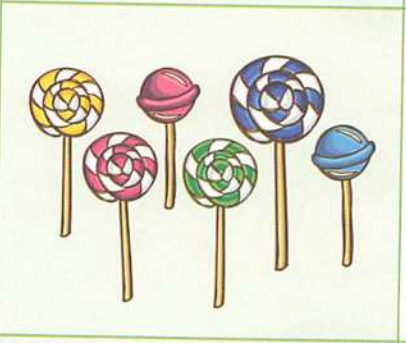
3



Equal to means
the same number



Circle the group that shows the same number as the first one.

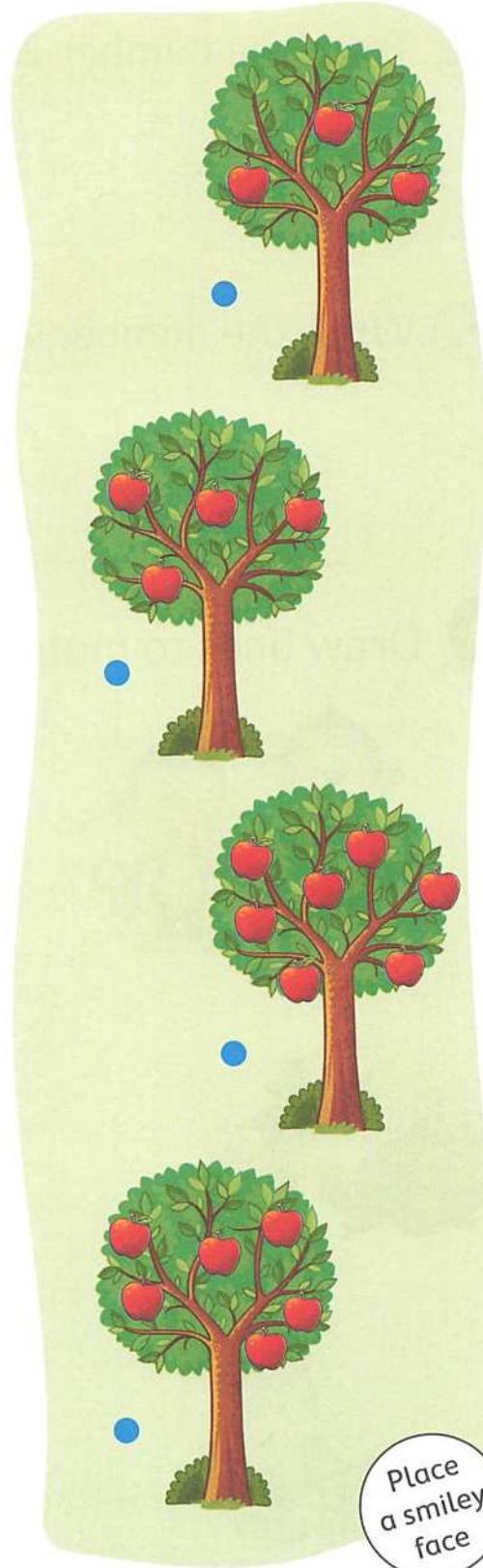
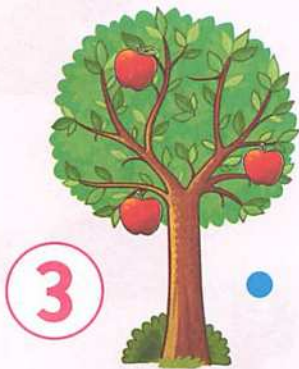
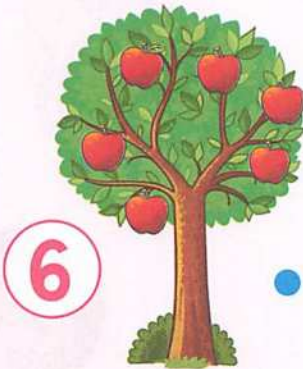
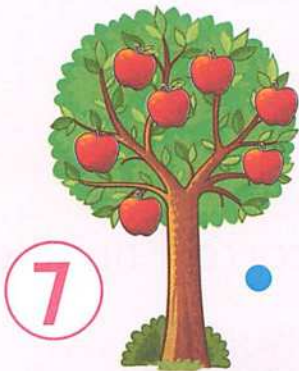
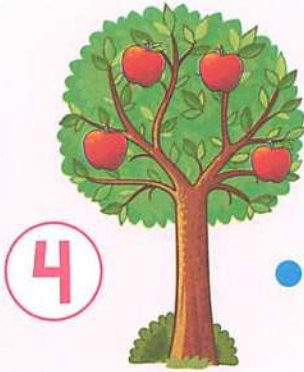


Notes for parents

- Give your child a group of items and ask him / her to give you another group of items that has the same number.



Draw lines to match the trees with the same number of apples.



Place a smiley face

• Ask your child to make equal groups with his / her toys.

Practice writing the number 2



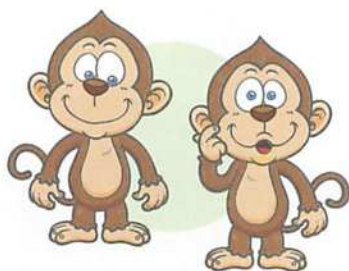
Trace the number 2.



Write the number 2.



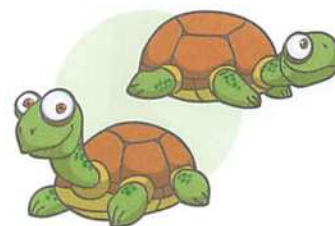
Draw lines to match each group to the correct number.



1



2

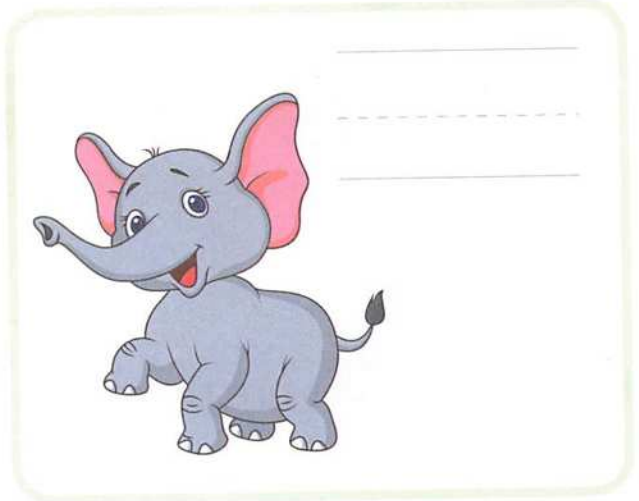
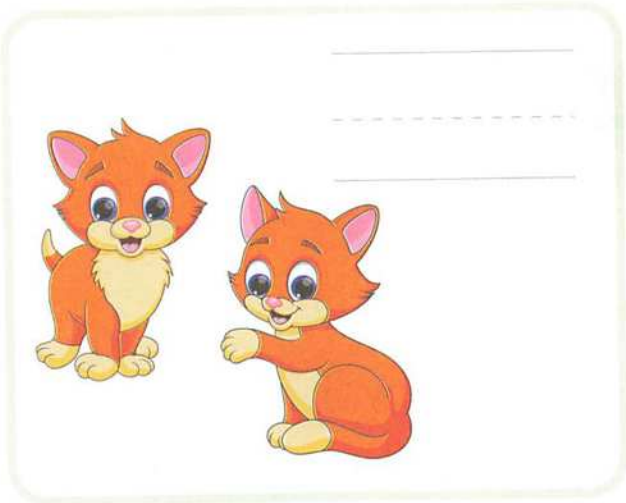
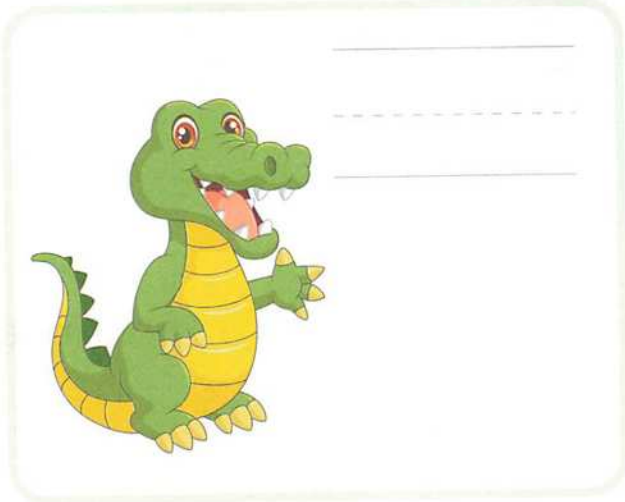
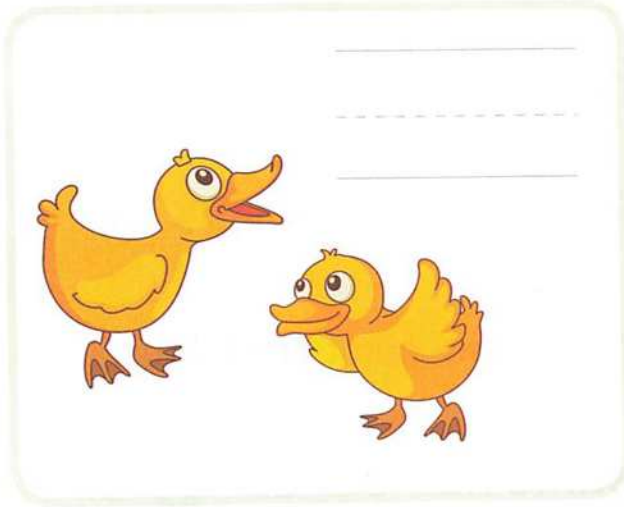


Notes for parents

- Ask your child to write 2 two times and draw two objects then color them.




How many are there ? Write the numbers.




• Ask your child to show you how to write the number 2 with the right way.

The same number



How many s are there? 3 4 5

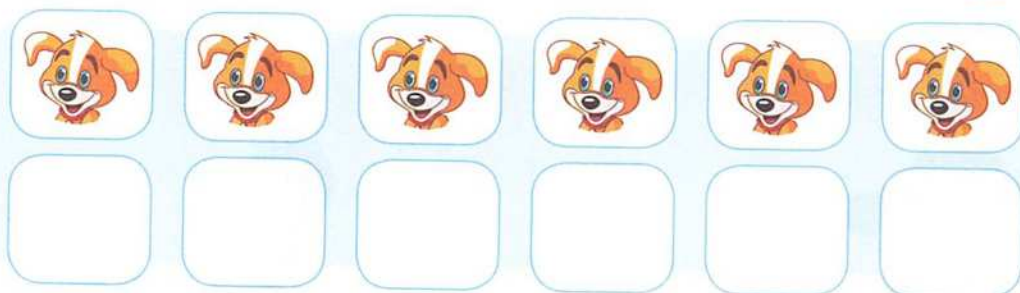


How many s are there? 3 4 5

The number of cats is the same as the number of dogs.



Draw s to show the same number as s.



How many s are there?

4 5 6

How many s are there?

4 5 6



Draw s to show the same number as s.



How many s are there?

4 5 6

How many s are there?

4 5 6

Notes for parents

- Give your child dry pasta and ask him/her to set equal groups.



Stick a  for each



★ Are the two groups have the same number ?

Yes

No

Place a smiley face

• Ask your child to make two groups of his / her crayons having the same number.

Practice writing the number 3



Trace the number 3.



Write the number 3.

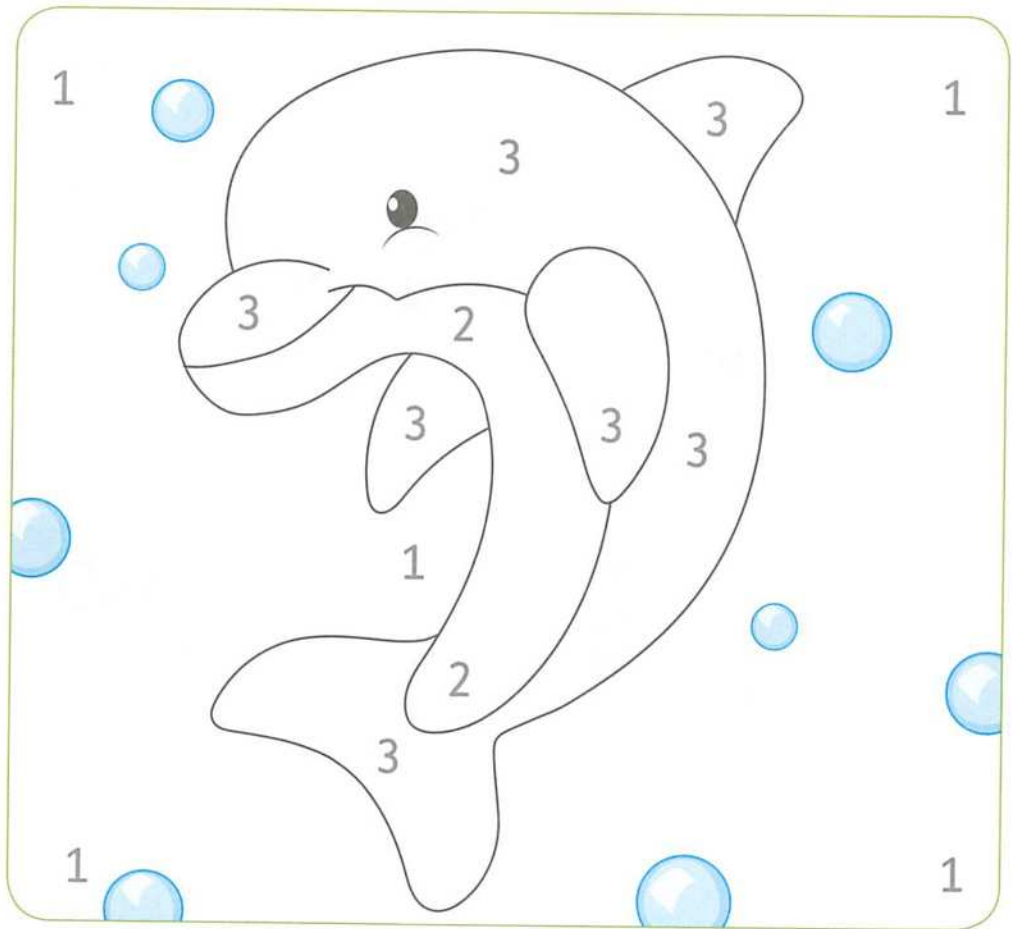


Color the picture.

1 blue

2 yellow

3 purple



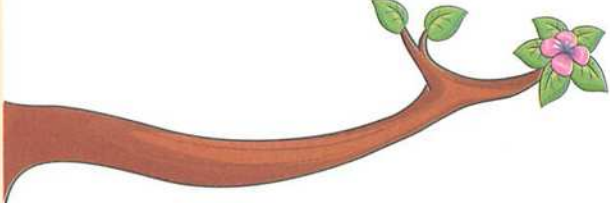
Notes for parents

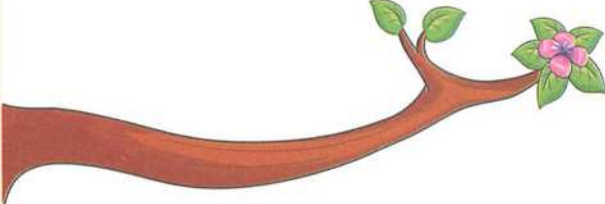
- Ask your child to write a large 3 in a white paper and use his / her crayons to color it.



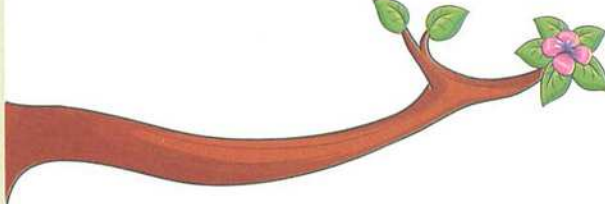
How many birds are there? Write the numbers.













Place a smiley face

• Ask your child to write the numbers 1 - 3 forward and backward 3 times.

Practice writing the number 4



Trace the number 4.

Tracing practice area with a dashed line and a grid of faint numbers 4.



Write the number 4.

Blank writing practice area with a dashed line.

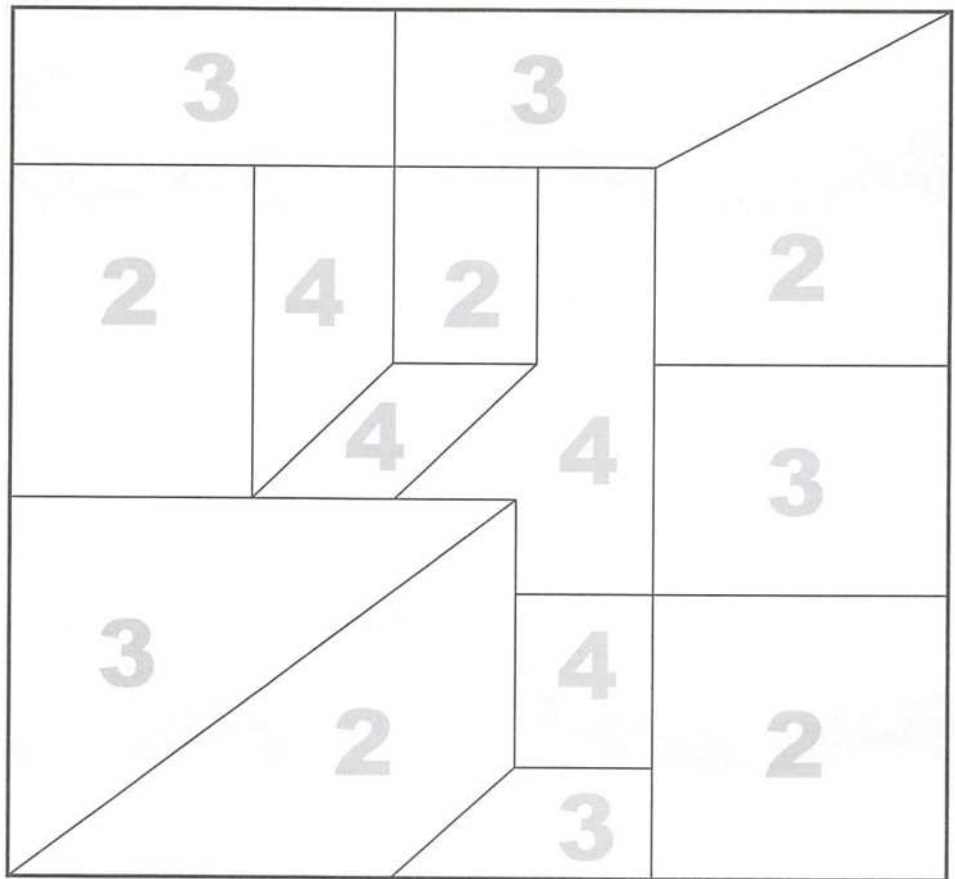


Color to find the hidden picture.

2 blue

3 blue

4 green



Notes for parents

- Use magazines to find 4 animals and cut around them. Then ask your child to write 4 on a paper and glue the pictures.



How many do you see? Write the numbers.













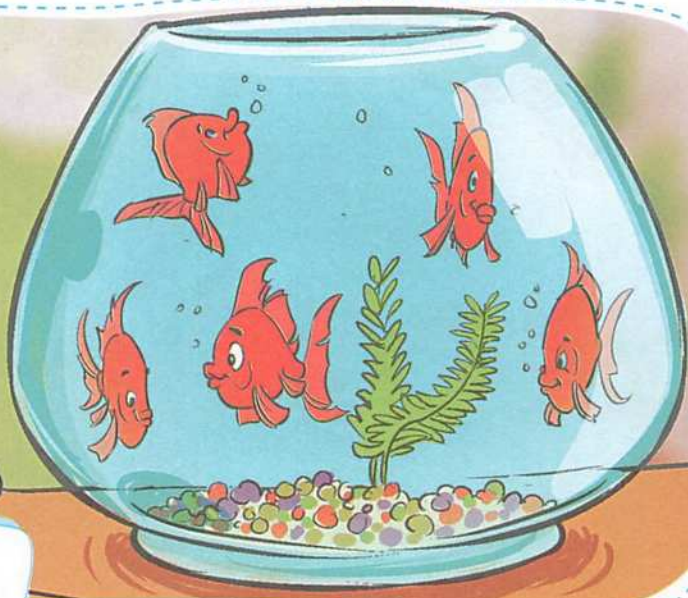
• Ask your child to draw a big rectangle and write numbers 1 - 4 beside each side to remember how many sides does the rectangle has.

Another addition story problem

This story will help your child to understand addition facts



Adam's fish



Adam is a very good boy.
He had 5 red fish.



He went to the pet shop with his
parents and bought 4 yellow fish.

Notes for parents

- Ask your child how to solve this story problem using more strategies.



Adam put the 4 yellow fish and the 5 red fish together.



How many fish does Adam have now ?

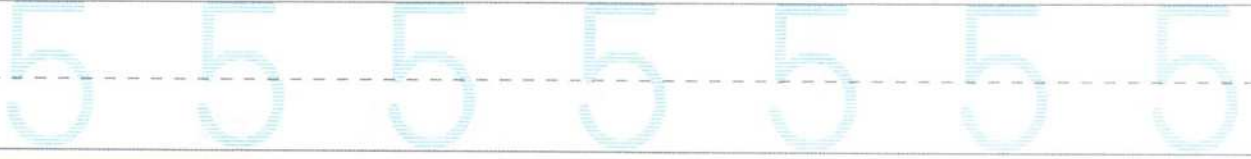
Place a smiley face

• Let your child create a story problem and help him / her to solve it.

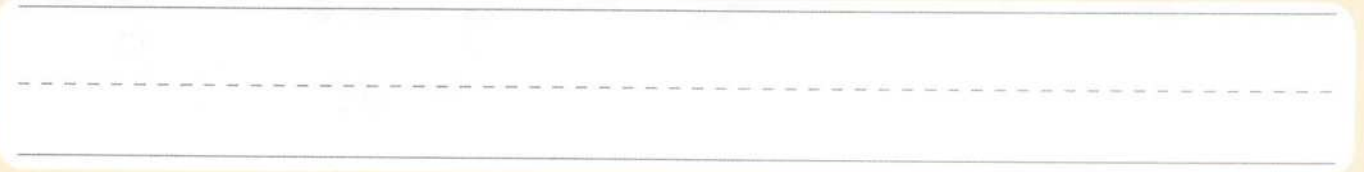
Practice writing the number 5



Trace the number 5.



Write the number 5.



Draw lines from the numbers to the correct groups of marbles.

0

1

2

3

4

5



Notes for parents

- Ask your child to write the numbers 0 - 5.

 Draw a line to help each animal find its way home.

How many all ?



How many all ?



How many all ?





• Ask your child to draw his / her hand in a white paper and write the numbers 1 - 5 above each finger.

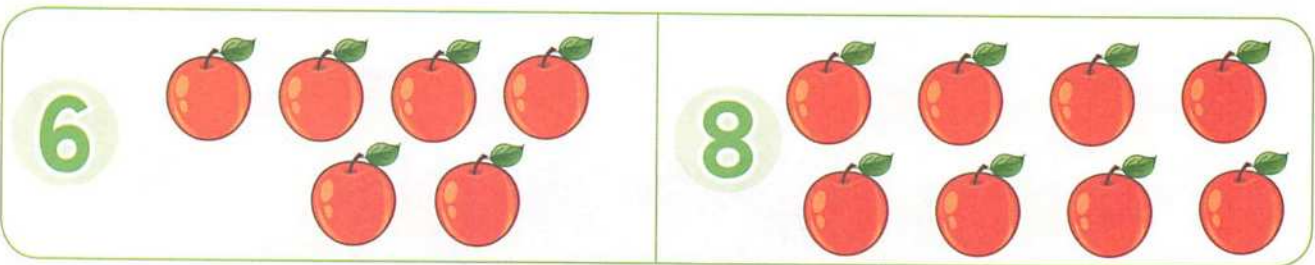
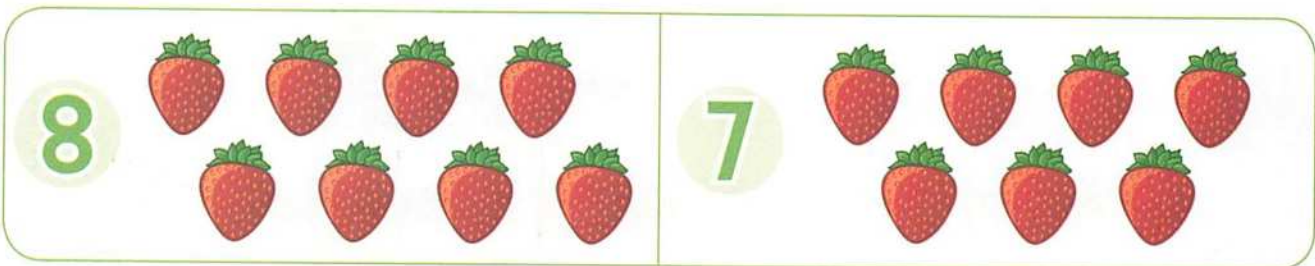
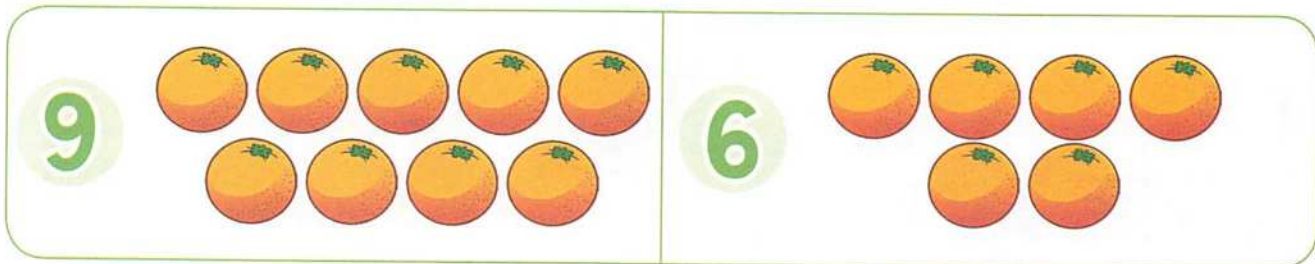
Less than



Less means fewer



Circle the group that has a fewer number.



Notes for parents

- Ask your child to create two sets of dry pasta one of them has less objects than the other set.



Write the missing numbers that are less than the circled number (The first one is done for you).

0 1 2 3 4 5 6

 2 3 4 5 6

 3 4 5 6

 5 6

 6

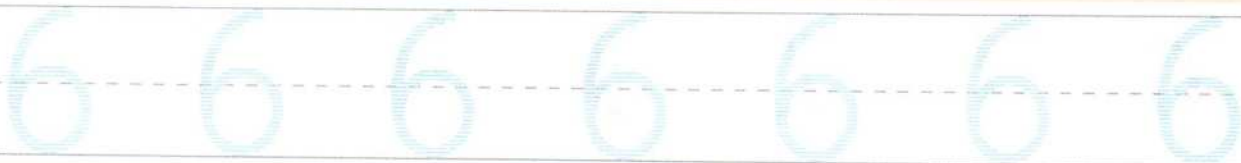


• Ask your child to tell you 3 numbers less than the number 7.

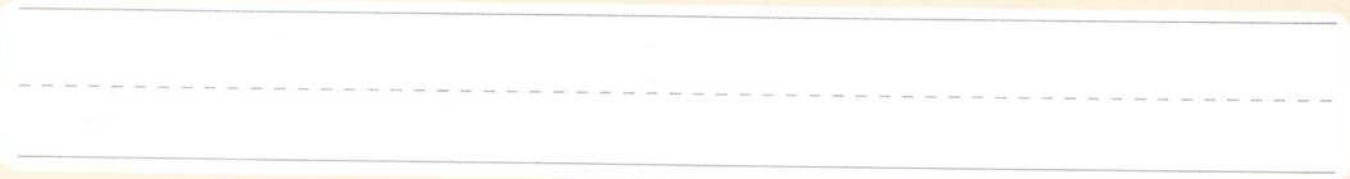
Practice writing the number 6



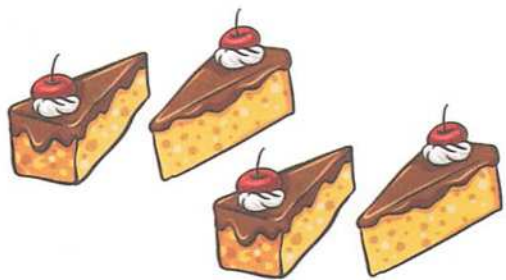
Trace the number 6.



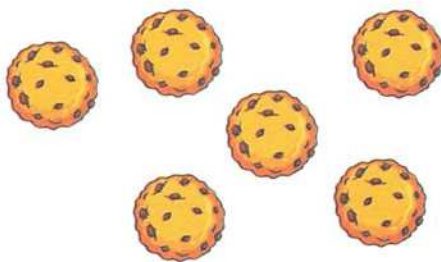
Write the number 6.



Circle how many there are.



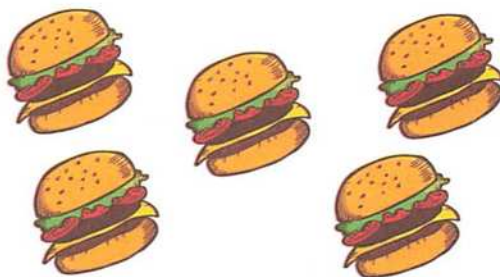
4 5 6



4 5 6



4 5 6









4 5 6

Notes for parents

- Ask your child to write a large 6 in a blank paper and draw 6 pencils then color them.



Count the insects and flowers.
Write how many there are of each.

| | | | | | |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| _____ | _____ | _____ | _____ | _____ | _____ |
| _____ | _____ | _____ | _____ | _____ | _____ |

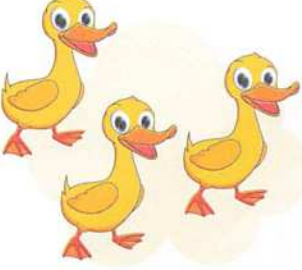



• Give your child 2 boxes labeled 5 and 6, then ask him / her to collect things to put in the two boxes such as 5 pencils and 6 coins.

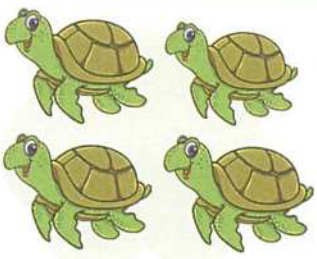
Less than again

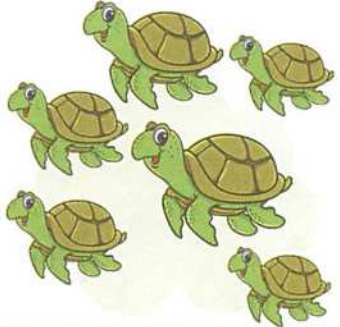



Write how many there are in each group.
Circle the number that is less.




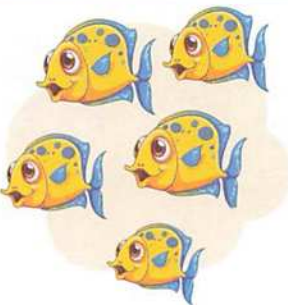


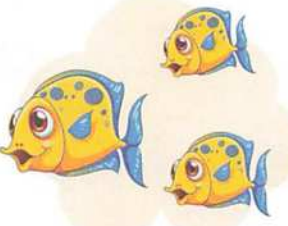












Notes for parents

- Ask your child to tell you the name of a member of your family his / her age is less than 6 years.



Circle the number that is less.

3

9

7

2

5

0

6

10



Write a number that is less than the given one.

Answers will vary.

_____ is less
- - - - - than

1

_____ is less
- - - - - than

7

_____ is less
- - - - - than

4

_____ is less
- - - - - than

5

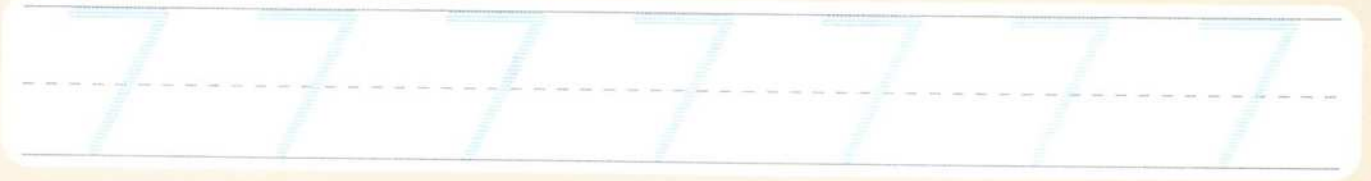
Place
a smiley
face

• Ask your child to find more answers in the second exercise.

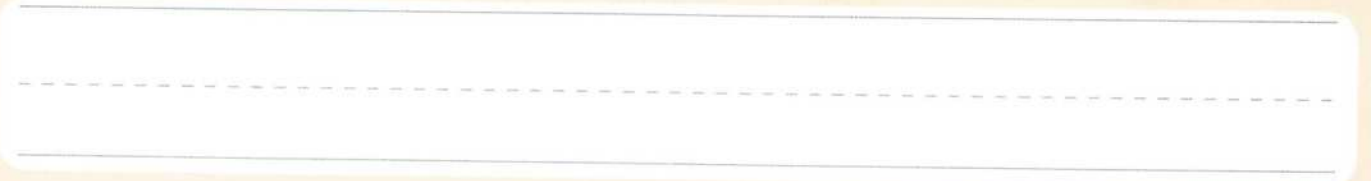
Practice writing the number 7



Trace the number 7.



Write the number 7.



Stick the parts to form the number 7.



Notes for parents

- On the calendar ask your child to write 1 - 7 on the days of the week.



How many are there? Write the numbers.



Blank writing area with a dashed line for the number.



Blank writing area with a dashed line for the number.



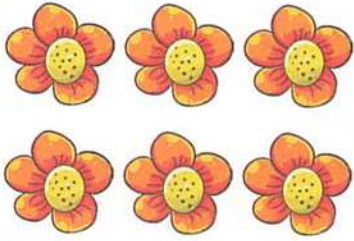
Blank writing area with a dashed line for the number.



Blank writing area with a dashed line for the number.

• Ask your child to draw 7 circles and write the numbers 1 - 7 inside them.

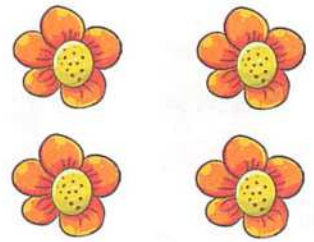
Greater than



6

is greater than

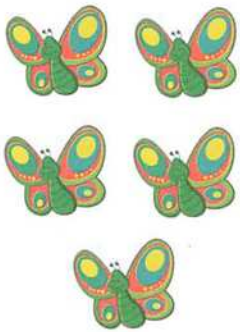
4



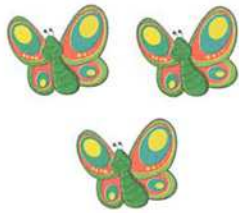
Greater means more



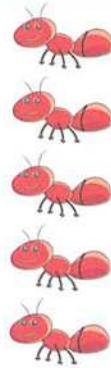
Circle the group that has a greater number.



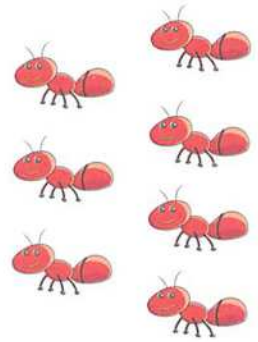
5



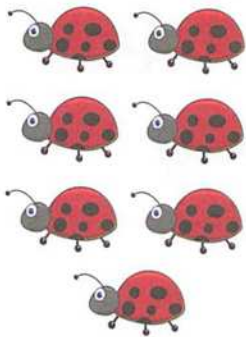
3



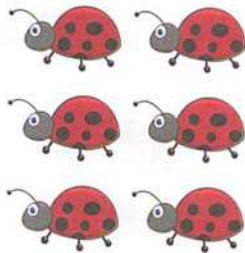
9



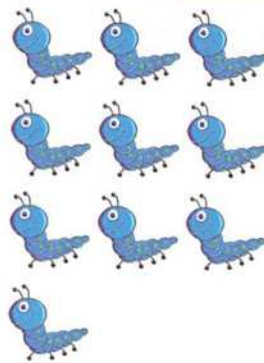
7



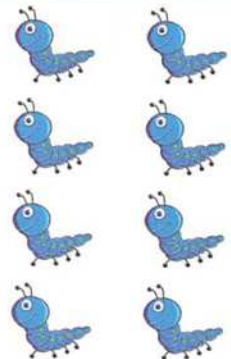
7



6



10



8

Notes for parents

- Ask your child to create two sets of his / her toys, one set has greater items than the other set.



Write the missing numbers that are greater than the circled number (The first one is done for you).

0 1 2 3 4 5 6 7

0 1 2 3 4 5

0 1 2 3

0 1 2

0

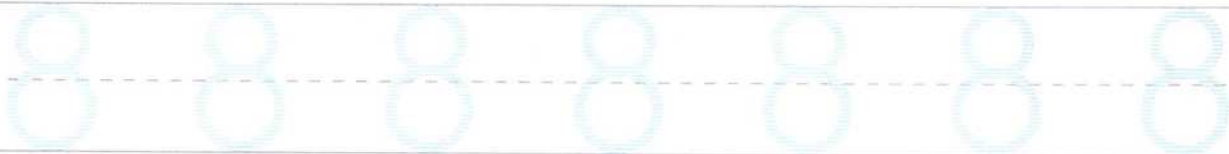
Place a smiley face

• Ask your child to tell you 5 numbers are greater than 1.

Practice writing the number 8



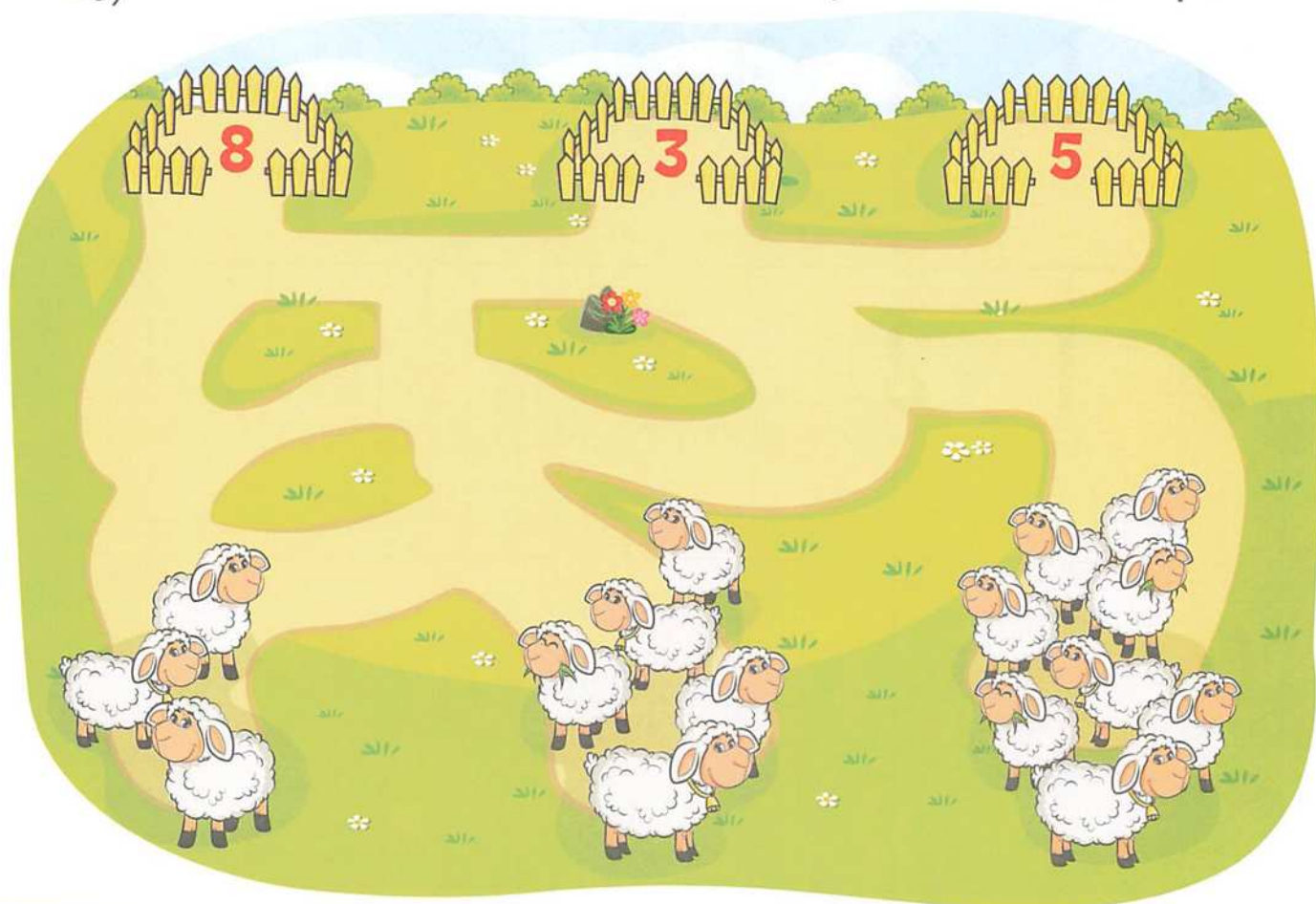
Trace the number 8.



Write the number 8.



Draw lines from the sets of sheep to the correct pen.



Notes for parents

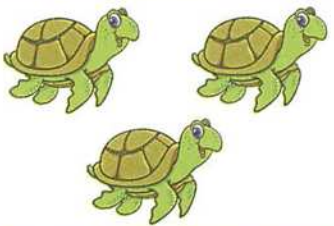









- Ask your child to draw 2 squares and write the numbers 1 - 8 beside their sides.

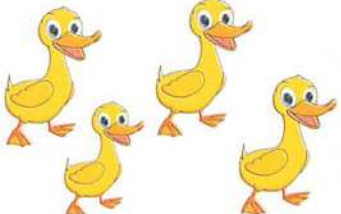



Count


Color

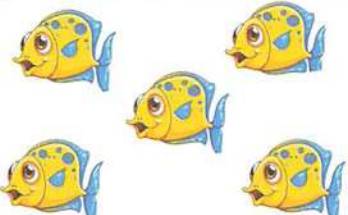
Write


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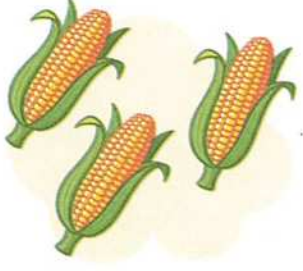
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• Ask your child to make the number 8 with clay and make small 8 balls with clay.

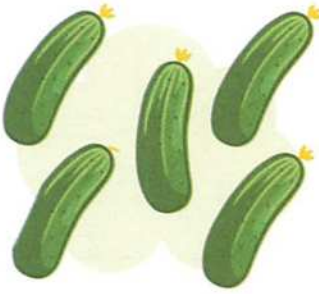
Greater than again

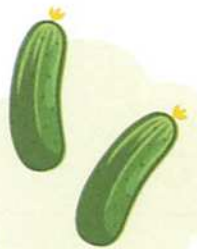


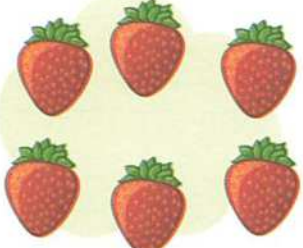
Write how many there are in each group.
Circle the number that is greater.

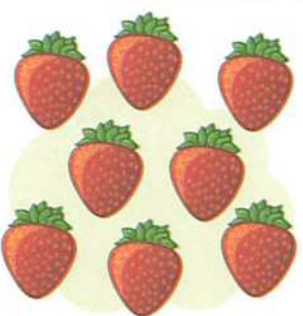


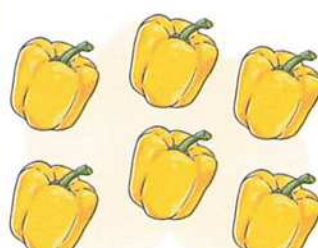


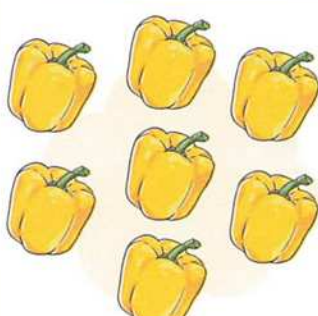












Notes for parents

- Ask your child to tell you the name of a member of your family his / her age is greater than 6 years.



Circle the number that is greater.

0

2

5

1

7

3

10

9



Write a number that is greater than the given one.

Answers will vary.

_____ is greater than 4

_____ is greater than 7

_____ is greater than 0

_____ is greater than 6

Place a smiley face

• Ask your child to find more answers in the second exercise.

Chapter

6





Outcomes

At the end of chapter six, your child will be able to:

- Participate in calendar math activities
- Count from 1 to 10
- Write numbers from 1 to 10
- Act out an addition story problem
- Explain how he/she solved a story problem
- Compare and classify objects by length
- Compare and classify objects by weight
- Find objects of equal weight using a balance
- Collaborate with colleagues to collect data
- Demonstrate understanding of the relationship between number and quantity
- Draw pictures to solve a subtraction story problem
- Differentiate between addition and subtraction problems
- Draw pictures or use objects to solve a story problem
- Count objects to tell how many there are up to 10



Key vocabulary

- | | | | |
|------------|---------------|-----------|-----------|
| • Compare | • Equal | • Fewer | • More |
| • Addition | • Subtraction | • Data | • Length |
| • Longer | • Shorter | • Left | • Right |
| • Weight | • Heavier | • Lighter | • Balance |
| • Strategy | | | |



Activities at home



Calendar time

Every day say the names of the days and months and ask your child to repeat after you. Point to today's date and say the whole date and ask your child to repeat after you.

Step and jump

Invite your child to stand on a line on the floor and take a big step forward. Measure the length of this step with yarn. Cut off that piece of yarn and give it to your child.

Then let your child stand on the line again and jump. Measure this hop with yarn.

Cut off that piece of yarn again and help your child compare the step and the hop lengths by comparing the lengths of the two pieces of yarn.



Hide-and-seek

Use counters and a paper cup to model this subtraction story problem: There are 6 counters. I move away 2 counters. (Place the paper cup over 2 counters)

How many counters do I have left?

Let your child count aloud as he/she touch each counter that can still be seen.

Repeat by telling other stories.



Estimate the length

Place many objects in a paper bag.

Ask your child to select an object and use paperclips as measuring units to estimate its length.



Art center



Subtraction string

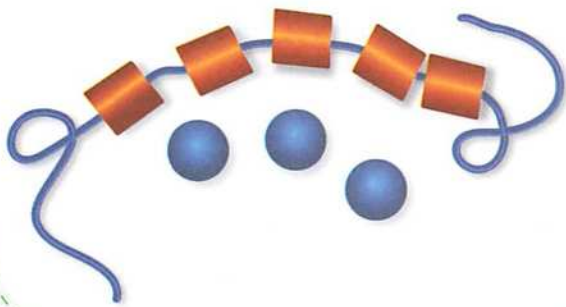
Ask your child to string 8 beads.

Remove beads to act out stories about separating.

For example: I have 8 beads in a string.
I want to take 3 off.

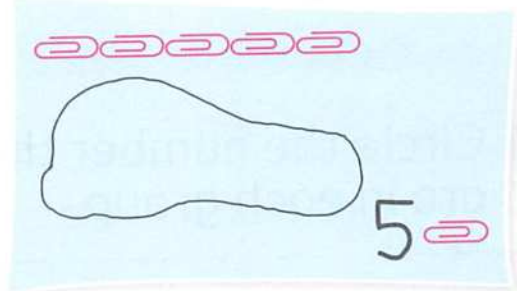
How many beads will be left?

Repeat with other subtraction stories about separating groups.



What is your foot length?!

Trace your child's foot on a paper.
Let your child use paperclips as units to measure the length of his/her foot.
Ask your child to record his/her measuring.



Heavier and lighter

Let your child make large and small clay figures and then compare them to see which feels heavier and lighter.



Light or heavy

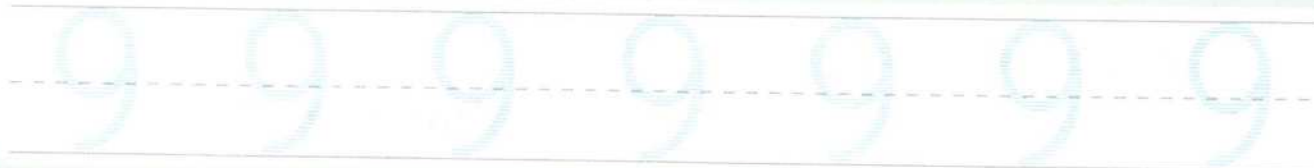
Make a balance using clothes hanger. Let your child to choose two objects to estimate which is heavier (or if they are about the same). Let him/her confirm his/her estimation by placing both objects on a balance.



Practice writing the number 9



Trace the number 9.



Write the number 9.



Circle the number that tells how many chicks there are in each group.

4



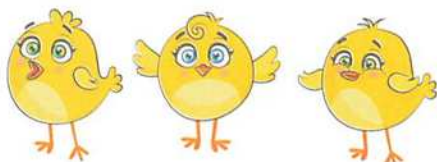
5

0



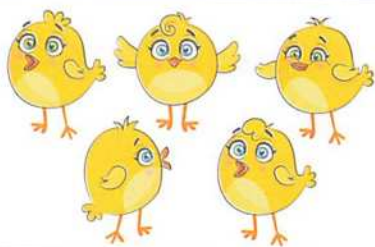
1

2



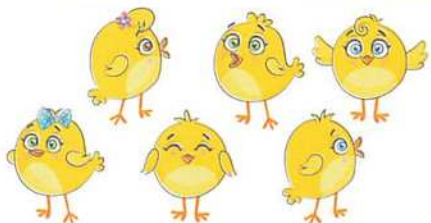
3

5



6

6



7

9



8

Notes for parents

- Ask your child to hop or jump 9 times and write the number 9.



Write the correct number on each line.



How many
are there ?



How many
are there ?



How many
are there ?



How many
are there ?



• Ask your child to count 9 objects and write the number 9.

More addition stories

These stories will help your child to review addition

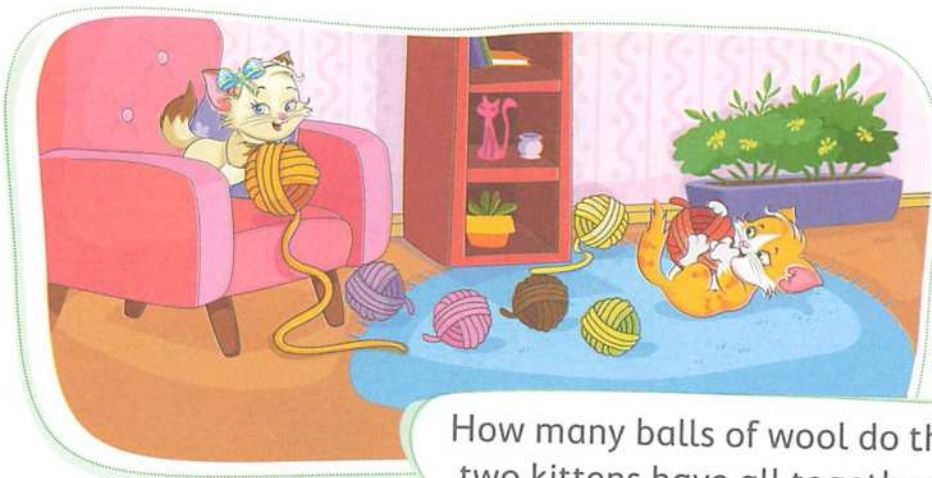
Funny Kittens



This kitten is playing with 5 balls of wool.



And this kitten has 2 balls of wool.




How many balls of wool do the two kittens have all together?


Notes for parents

- You can tell your child more and more addition stories.





Read each story, then answer the related question.


2  are on the tree.

4  are on the rock.



How many  are there in all?




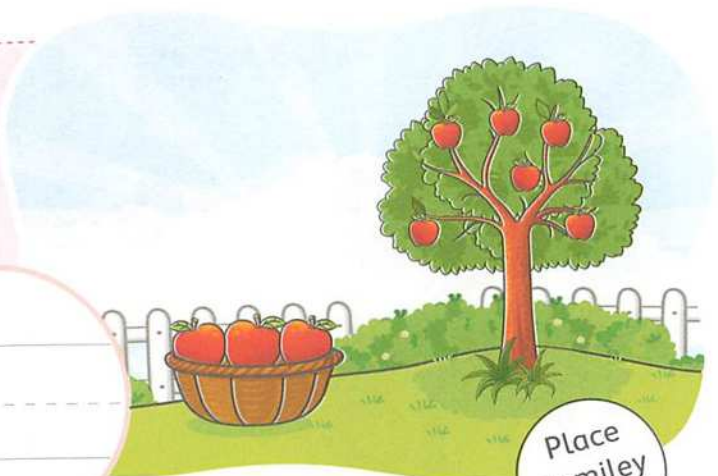
There are 3 big  and 5 little .

How many  are there in all?



There are 6  on the tree and 3  in the basket.

How many  are there in all?

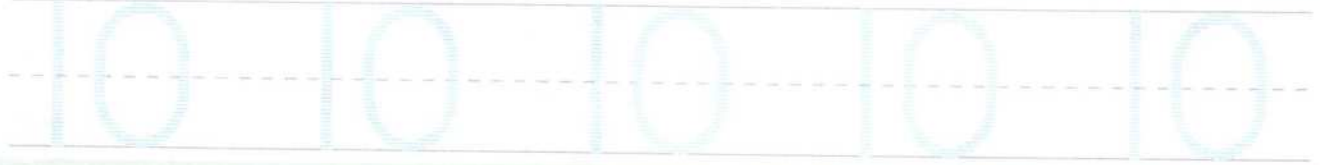


Place a smiley face

Practice writing the number 10



Trace the number 10.



Write the number 10.



Find the hidden numbers from 0 to 10.

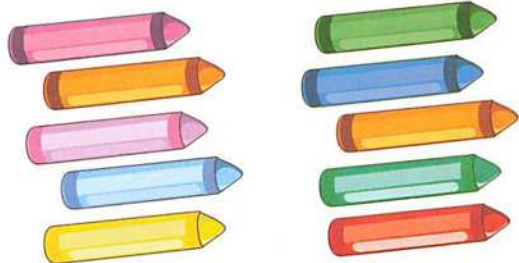


Notes for parents

- Ask your child to write the numbers from 0 to 10.



How many are there? Write the numbers.



Blank writing area with a dashed line for the number.



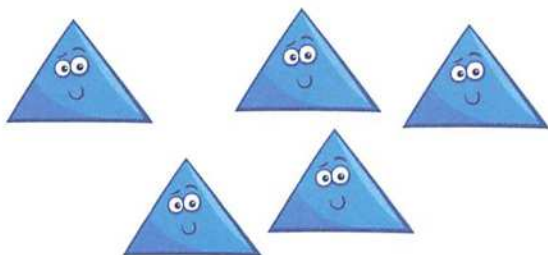
Blank writing area with a dashed line for the number.



Blank writing area with a dashed line for the number.



Blank writing area with a dashed line for the number.



Blank writing area with a dashed line for the number.



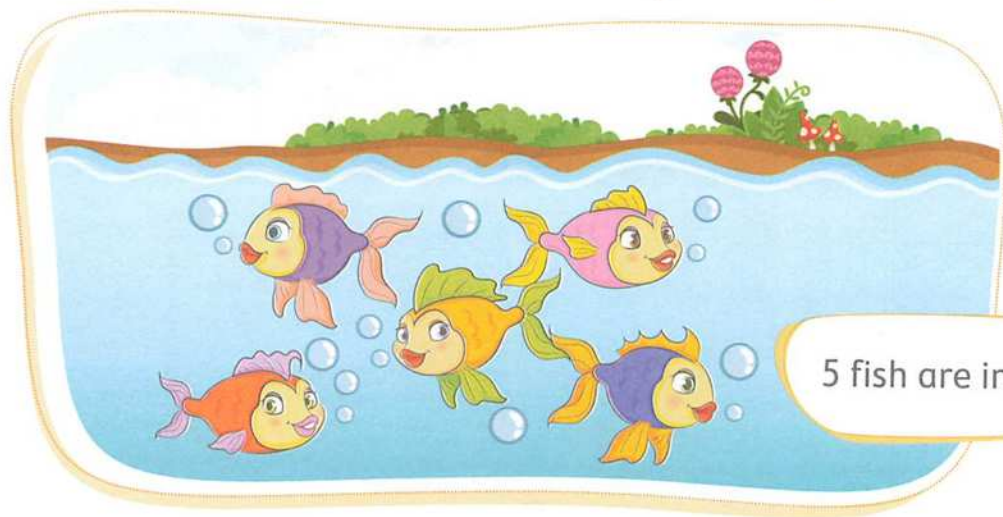
Blank writing area with a dashed line for the number.

• Ask your child to write the number 10 ten times.

Subtraction story problem

This story will help your child to understand subtraction facts

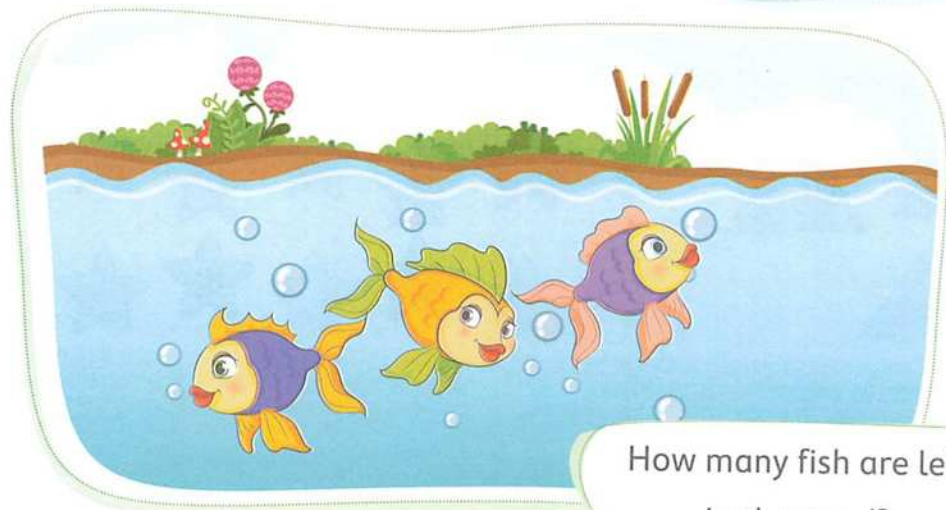
Lucky fish



5 fish are in a pond.



2 fish get caught in a net.



How many fish are left
in the pond?

Notes for parents


- Talk with your child how to answer the subtraction problems. Subtraction is taking away and count the left objects.




Read each story, then answer the related question.

There were **8**  .


The bunny ate **2**  .

How many  are left?



7  were on a tree.


5  flew away.

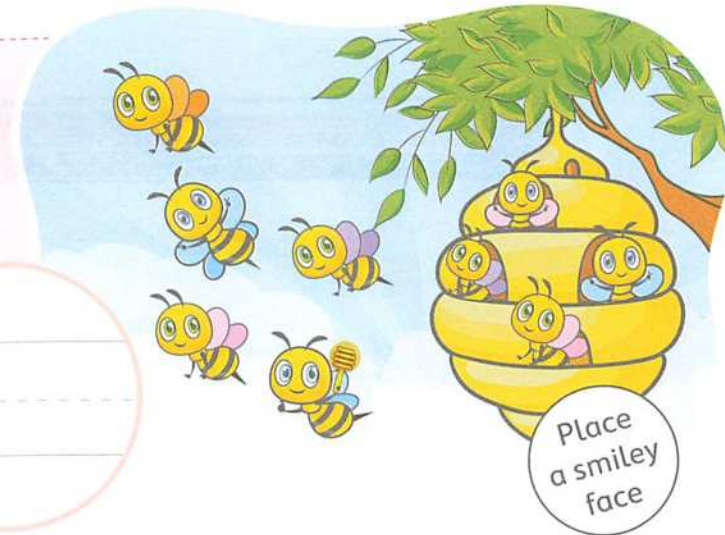
How many  were left on the tree?



9  were flying.

4  went into hive.

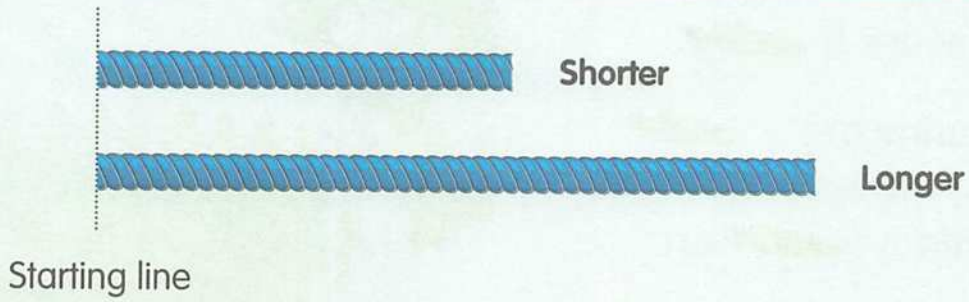
How many  are still in the air?



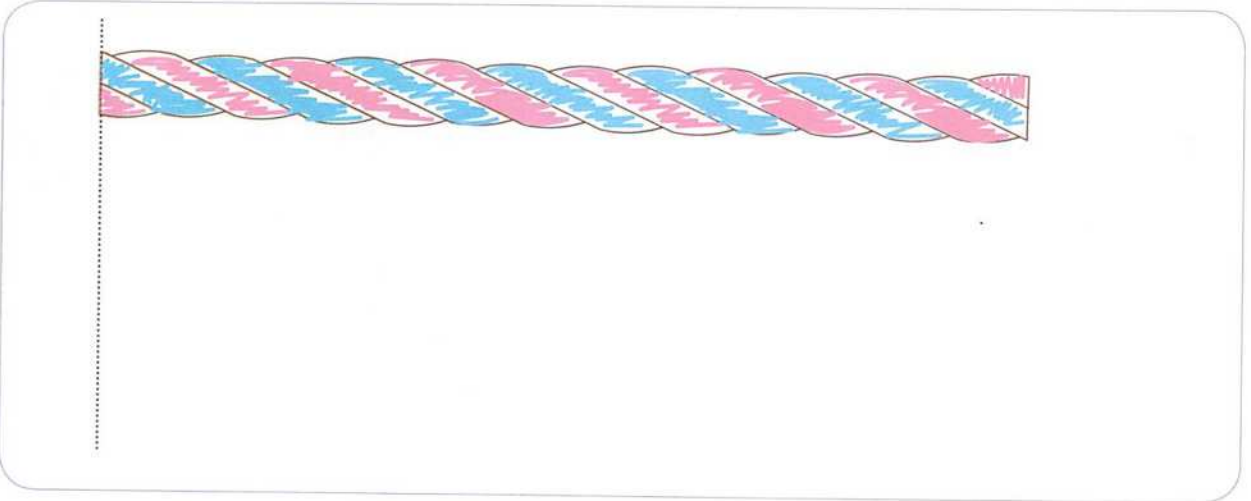
Place a smiley face

• Show your child a group of 5 pencils. Take 2 away, then ask your child to count the left pencils to tell you how many are left.

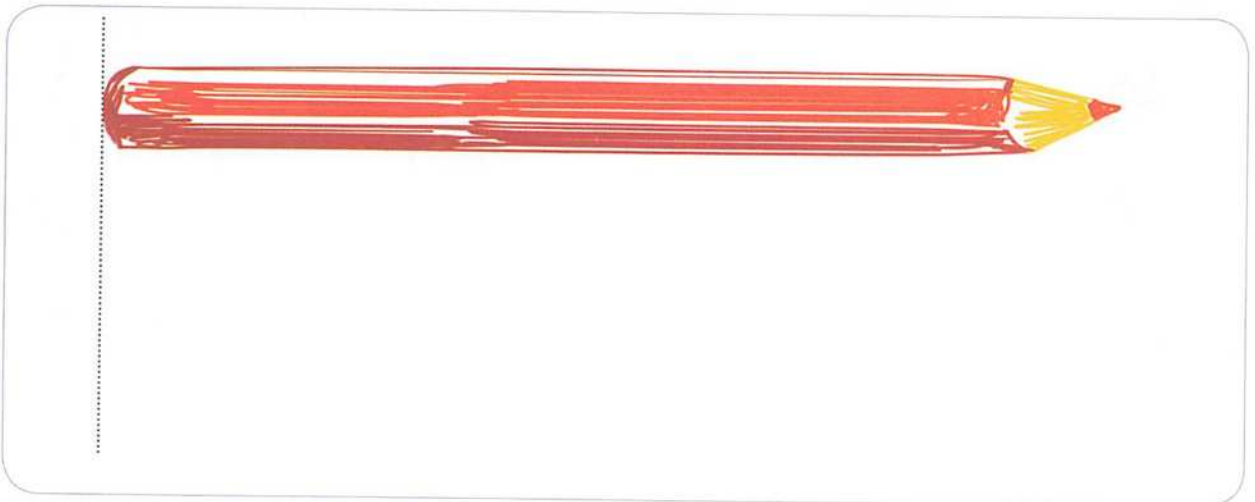
Comparing lengths



Draw a rope that is shorter than this rope.



Draw a pencil that is shorter than this pencil.

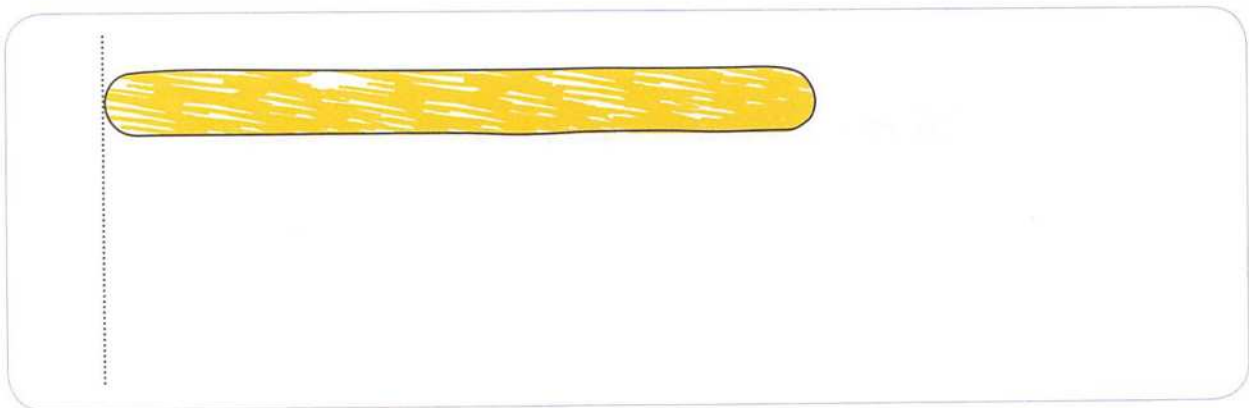


Notes for parents

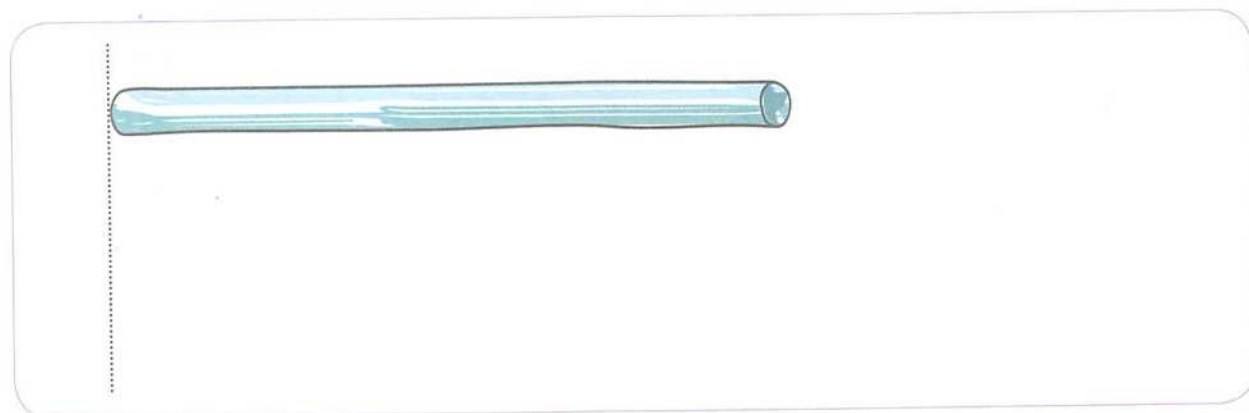
- Explain that to compare lengths you should better line them up first.



Draw a stick that is longer than this stick.



Draw a straw that is longer than this straw.



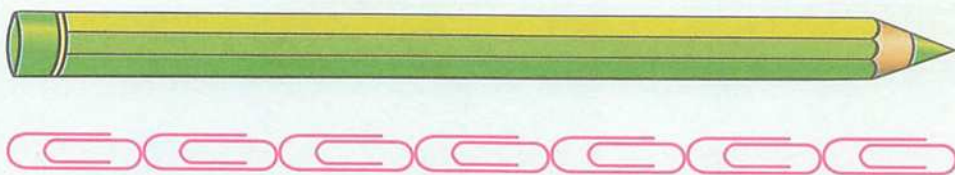
Remember writing 1&2

Handwriting practice lines with a yellow background on the left containing the numbers 1 and 2. The rest of the page has four sets of horizontal lines for writing practice, each consisting of a solid top line, a dashed middle line, and a solid bottom line.

Place a smiley face

- Compare the lengths of 2 objects at home such as : a fork and a teaspoon. Ask your child to use the words shorter/longer when he/she compare lengths.

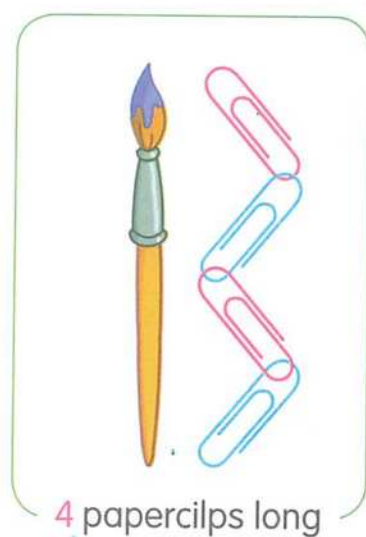
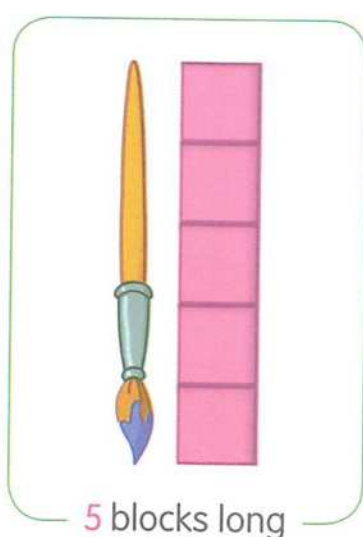
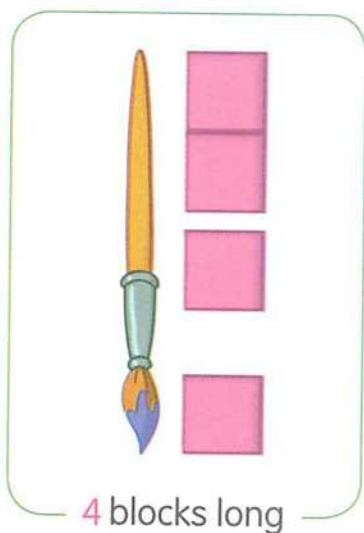
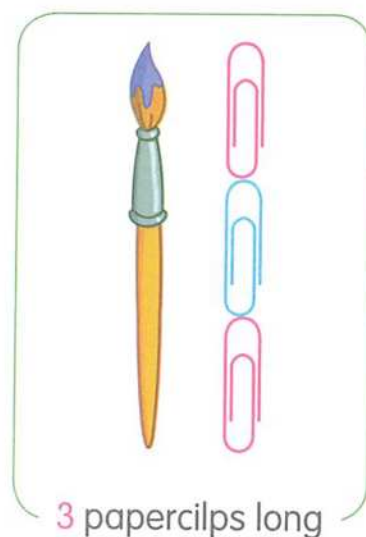
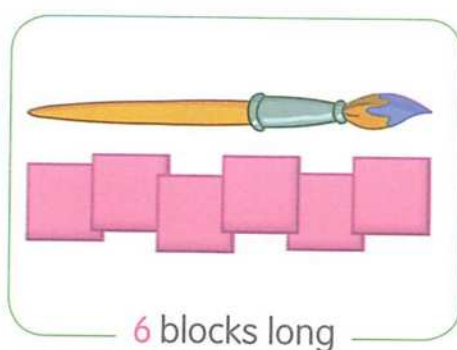
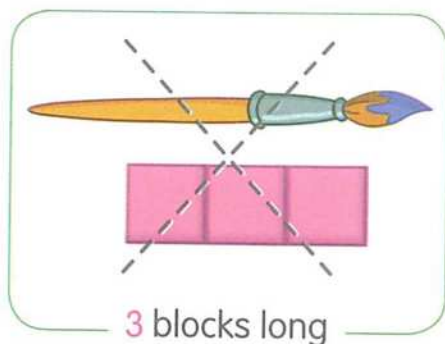
Measuring lengths



The length of the pencil is 7 



Mark on **X** on the picture that shows an **INCORRECT** way to measure.

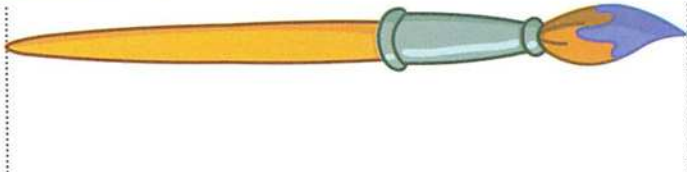



Notes for parents

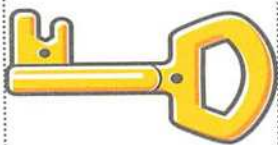
- Make sure that your measuring tools are touching as you line them up, or your measuring will not be correct. Remember to line up one end of your tools with one end of the object you want to measure.




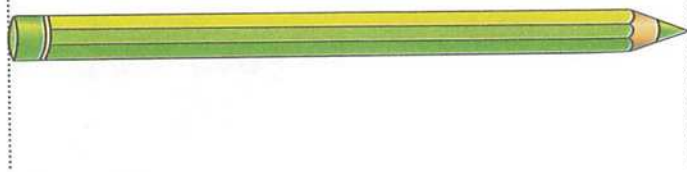
Place the paperclip stickers  to measure the lengths.




The length is 



The length is 



The length is 



The length is 



Remember writing 3&4

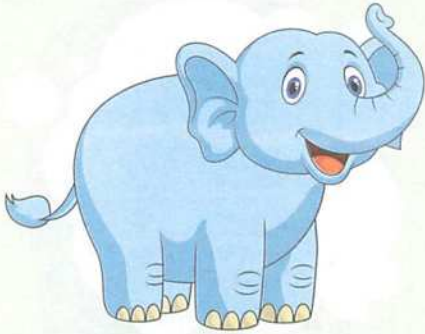
3

4

Place a smiley face

• Use suitable objects as measuring tools and ask your child to measure more things at home.

Heavier and lighter



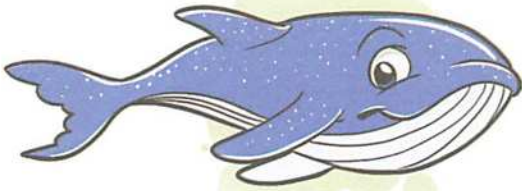
Heavy



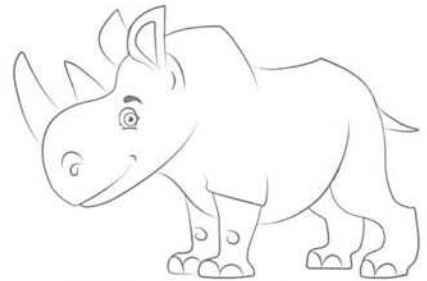
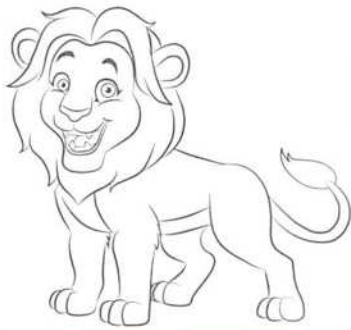
Light



Circle the **heavier** animal in each group.



Color the **lighter** animal in each group.



Notes for parents

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- Give your child two objects of clearly different weights, ask him / her to hold one object in each hand and tell you which feels heavier.



Stick the animals that are :

lighter than



heavier than



Remember writing 5&6

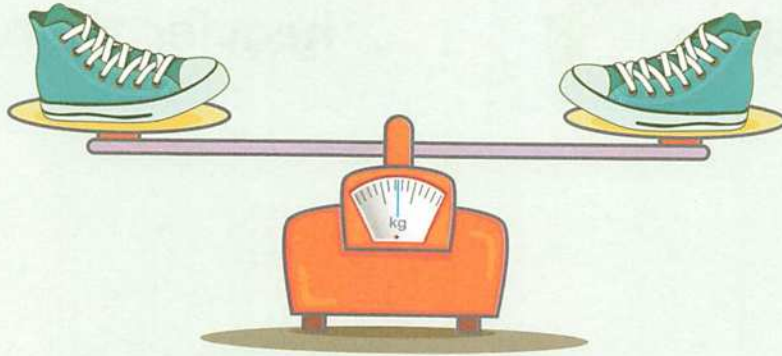
5

6

Place
a smiley
face

• Ask your child to name more things lighter or heavier than this book.

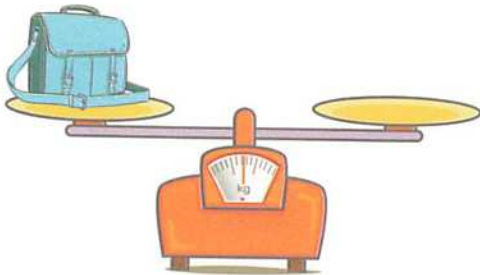
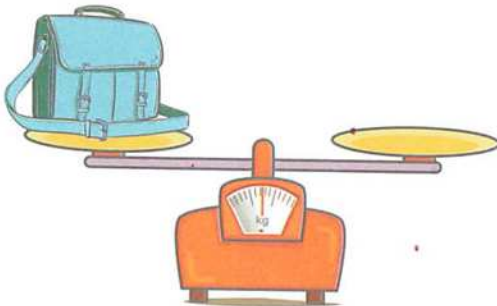
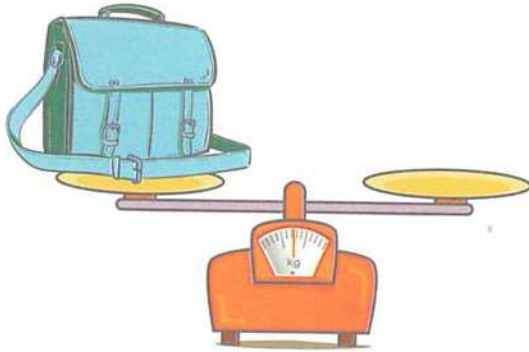
The balance scale



The same weight



Match the items which have the same weight.



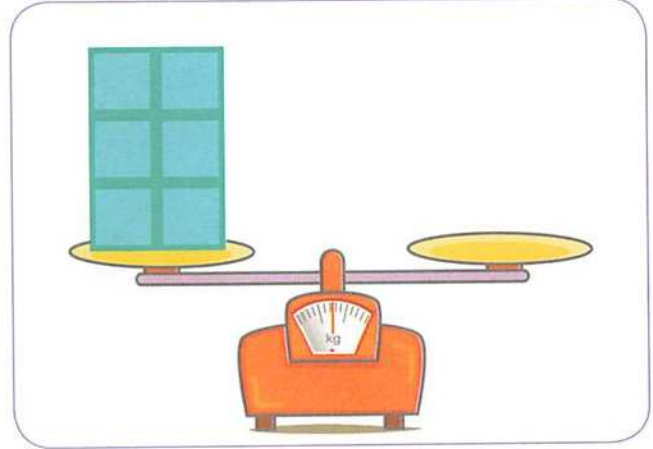
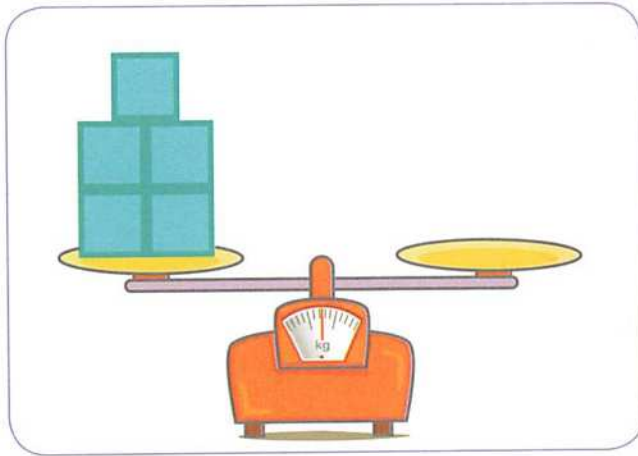
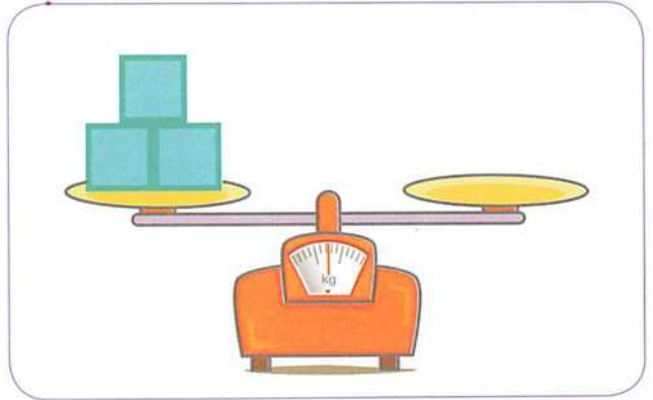
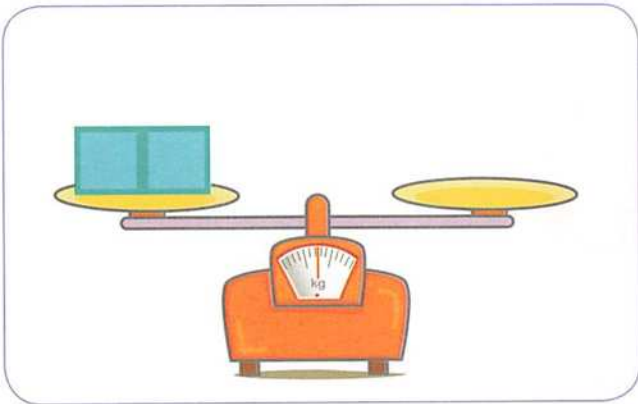
Notes for parents

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- Help your child to make his / her own balance scale and use it in measuring and comparing the weight of objects at home.



Draw  to make the scale in balance.



Remember writing 7&8

Handwriting practice lines for the numbers 7 and 8. Each number is shown on a yellow background with a red pencil icon and a dotted line for tracing. The numbers are followed by blank lines for independent practice.

Place a smiley face

• Ask your child to find objects of the same weight at home.

Review writing numbers 0-10

0



1



2



3



4



5

Notes for parents

- Ask your child to count each group of turtle, make sure he / she is counting correctly.

6



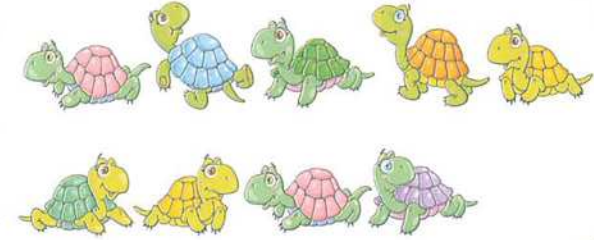
7



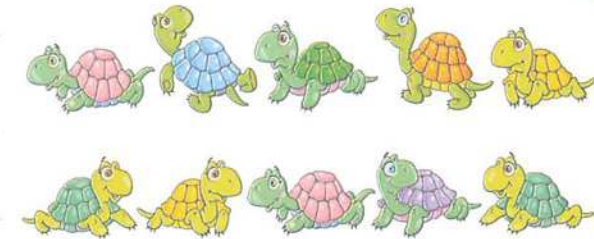
8



9



10



Place
a smiley
face

• Ask your child to point to each number and read it correctly, then ask him / her to write the numbers from 0 to 10.

Add or subtract

There were **3** hippos in the water.

1 of them got out.

How many hippos were left in the water ?

Add or Subtract

2



Amir has **4** balloons.

Sama has **3** balloons.

How many balloons are there in all ?

Add or Subtract

7



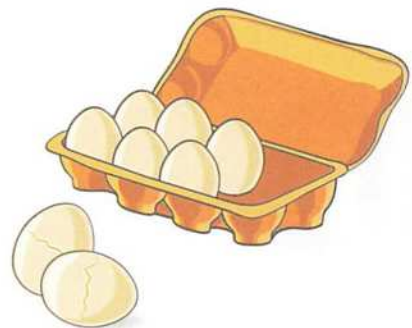
There were **8** eggs on a shelf.

2 eggs of them fell off.

How many eggs were left ?

Add or Subtract

Blank grid for writing the answer.



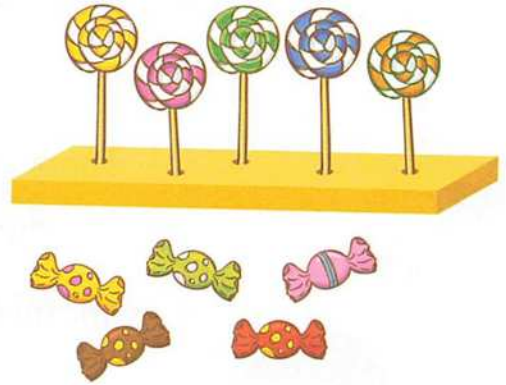
Notes for parents

- Read each story and make sure that your child able to decide if it is addition or subtraction story.

There are **5** sweets and **5** lolly pops.

How many sweets and lolly pops are there in all ?

Add or Subtract



A farmer has **5** ducks and **3** hens.

How many ducks and hens does he have in all ?

Add or Subtract



There were **2** birds on a wall.

Along comes a cat.

The birds flew away.

How many birds are there still on the wall ?

Add or Subtract



• Tell your child that the addition stories is putting together and the subtraction stories is taking away.

Add or subtract again



There are **5** yellow flowers
and **2** red flowers.



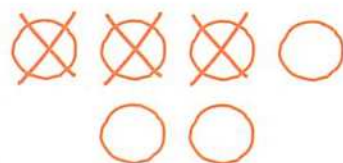
How many flowers are there in all ?

Add or *Subtract*



There are **6** bananas.

The monkey ate **3** bananas.



How many bananas are left ?

Add or *Subtract*

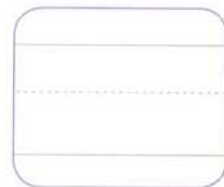


Sylvia baked **8** cupcakes.

She gave **3** of them to Sally.

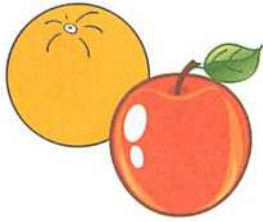
How many cupcakes did
she have left ?

Add or *Subtract*



Notes for parents

- Help your child reading the stories and let him / her tell you if it is putting together or taking away.



Youssef had 4 apples
and 3 oranges.

How much fruit did
he have in all ?

Add or Subtract

| |
|--|
| |
| |
| |
| |



Jana had 9 balloons ,
2 of them popped.

How many balloons are left ?

Add or Subtract

| |
|--|
| |
| |
| |
| |

Mark had 4 pencils and bought 7 more.

How many pencils does
he have in all ?

Add or Subtract

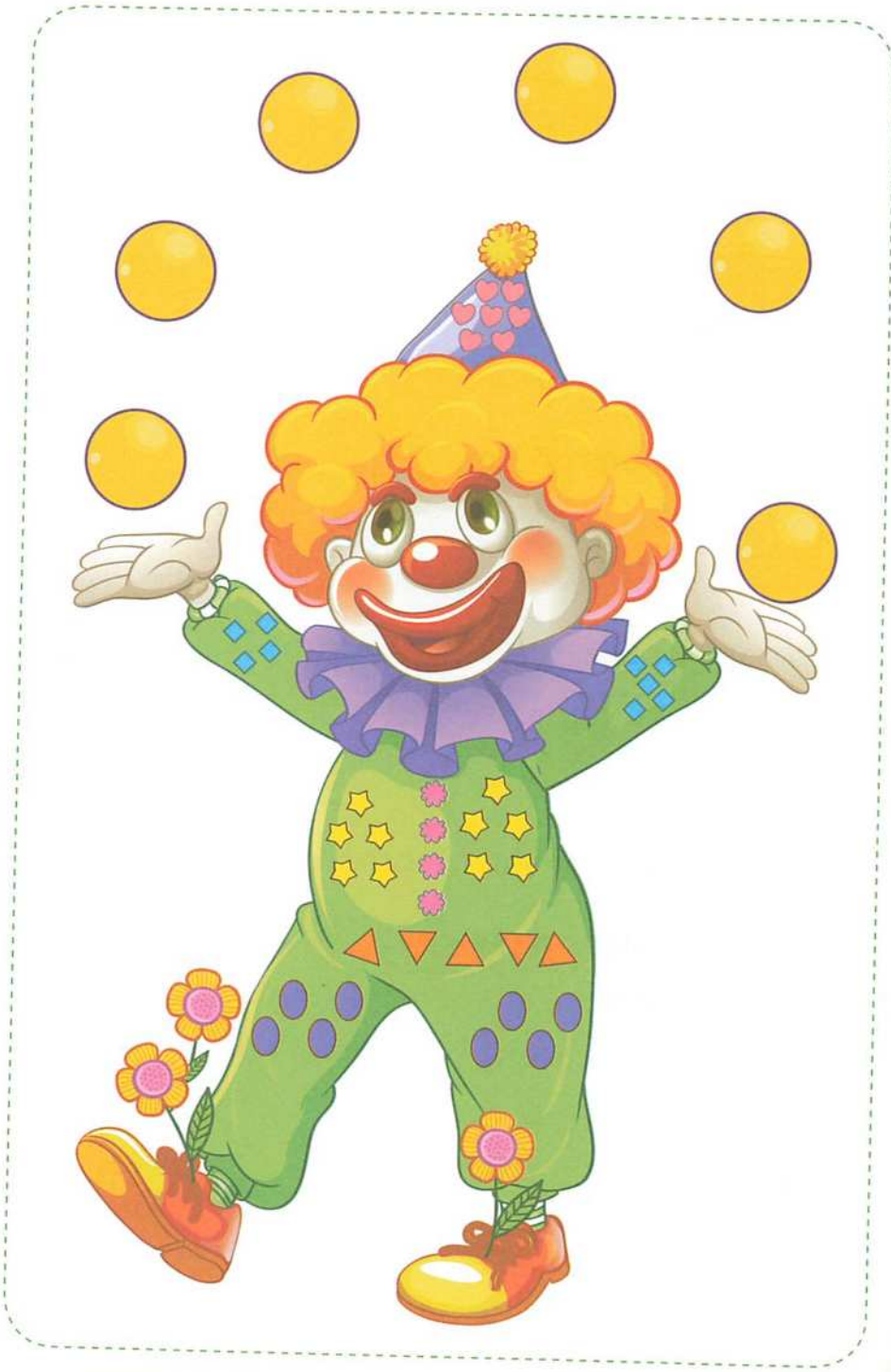
| |
|--|
| |
| |
| |
| |

Place
a smiley
face

Review numbers up to 10



Count each object.
Write the number on each line.



| | |
|-------|--|
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
| _____ | |
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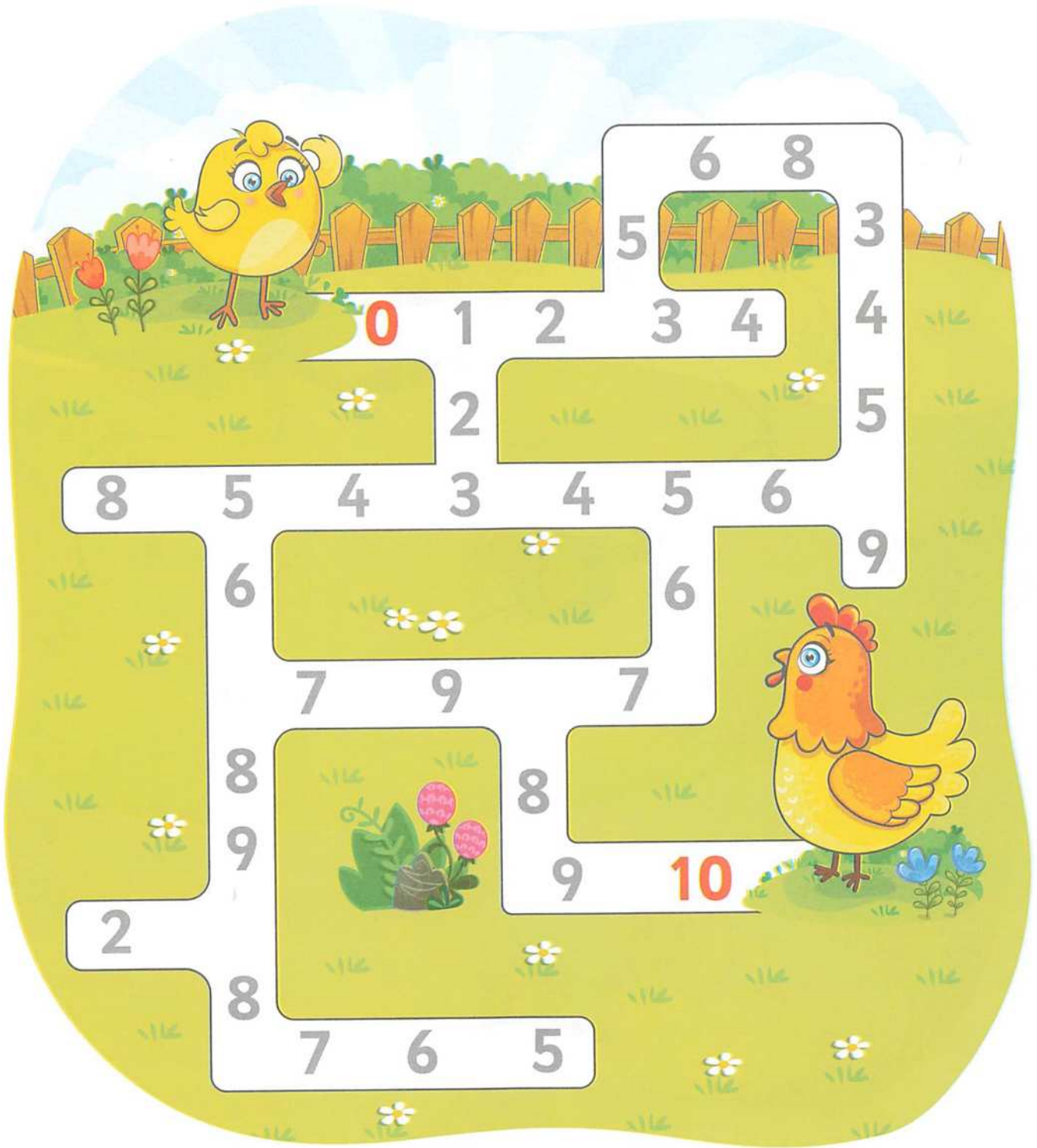
Notes for parents

- This is the last lesson. In this lesson your child will review all what he/she has learned of the first term.
- Enjoy with your child answering the next pages.

Number maze



Draw a line through the maze to get from 0 to 10.



Where is monkey?



Connect the dots from 1 to 10 to finish the picture.

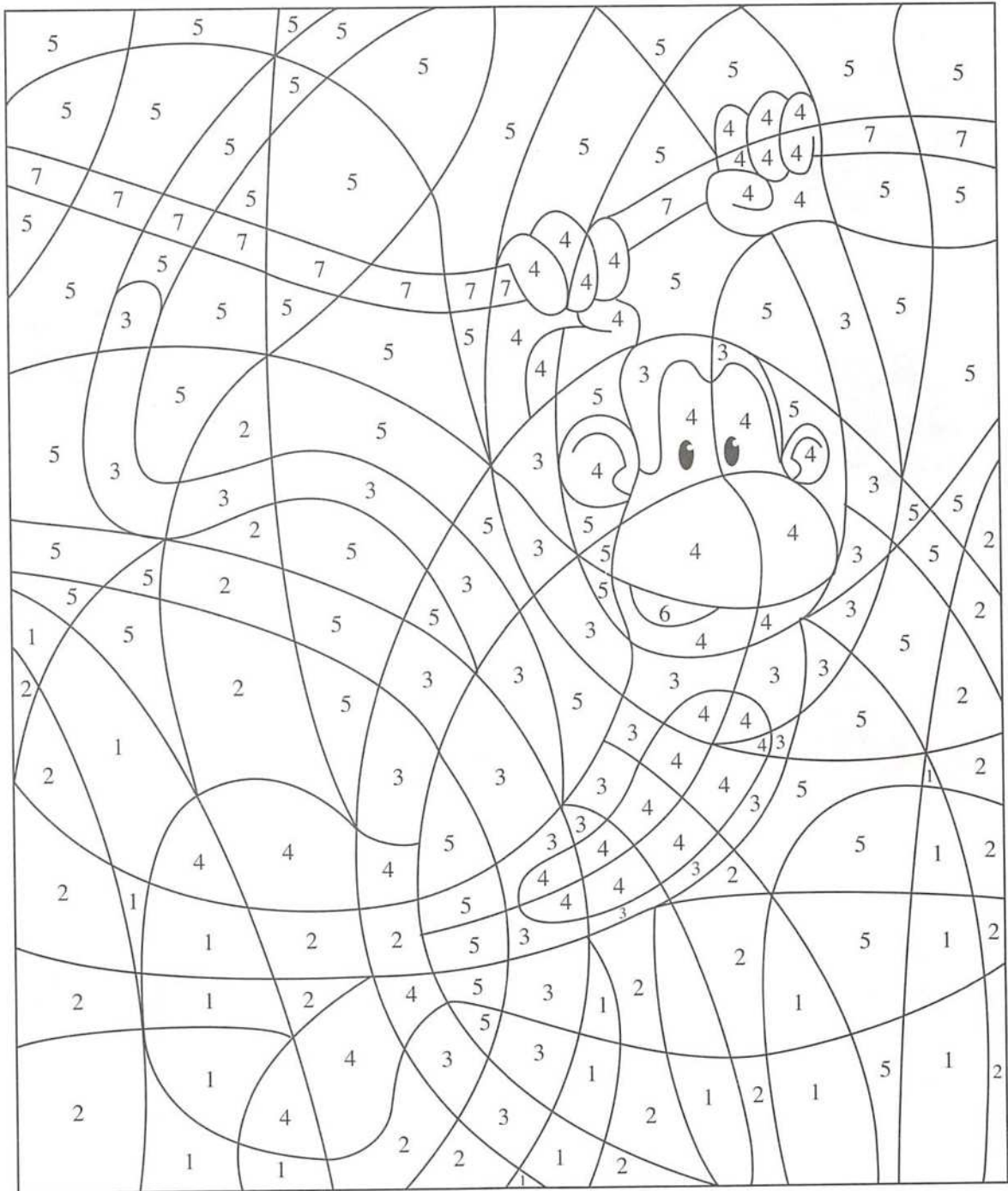


Hidden animal



Color the picture below. What is the hidden animal?

- 1 light green
- 2 green
- 3 brown
- 4 light brown
- 5 orange
- 6 red
- 7 purple



Review shapes



Draw a line from each object to the matching figure.
The first one is done for you.



Circle



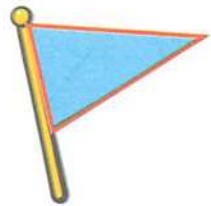
Square



Triangle



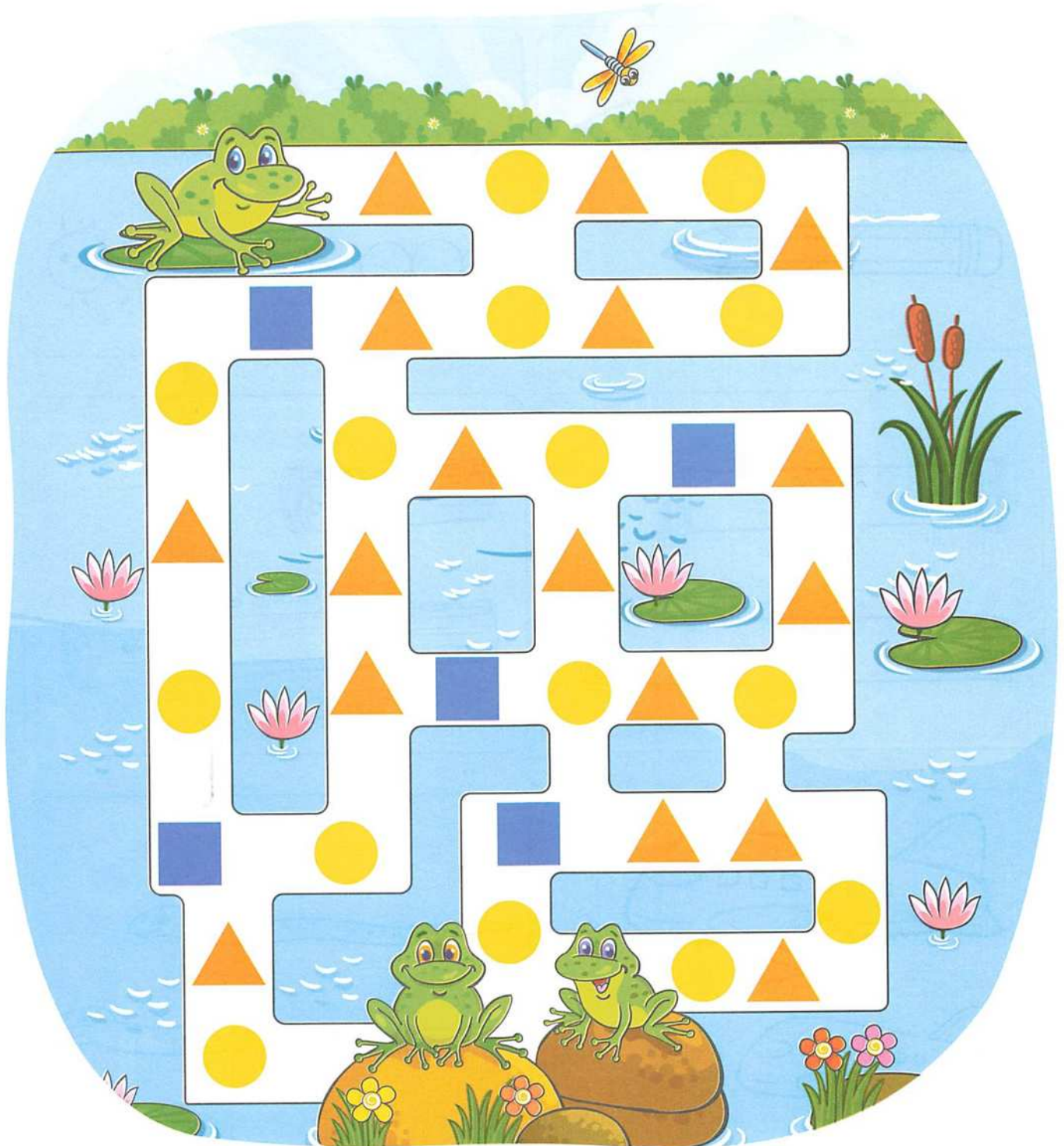
Rectangle



Review patterns



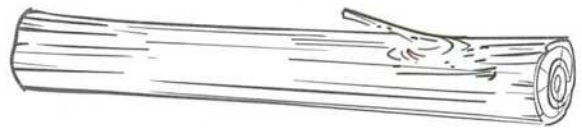
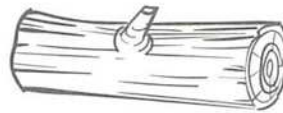
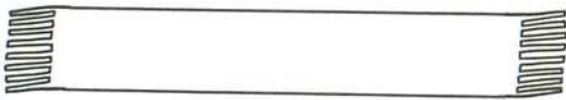
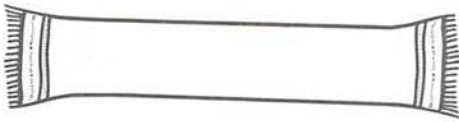
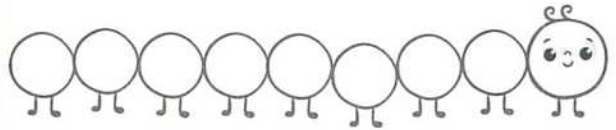
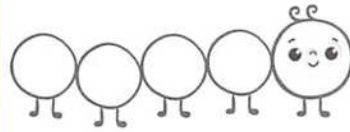
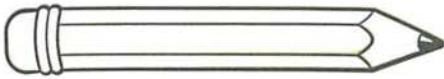
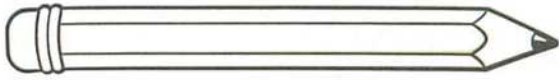
Follow this pattern     to help the frog meet his friends.



Review lengths



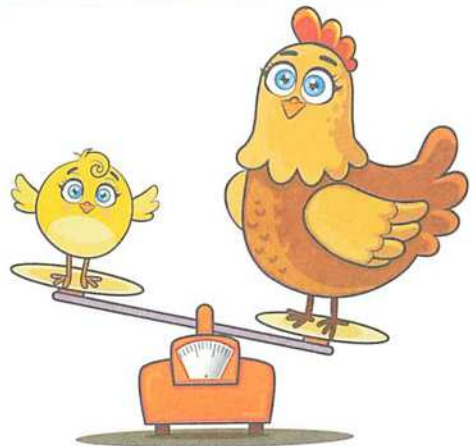
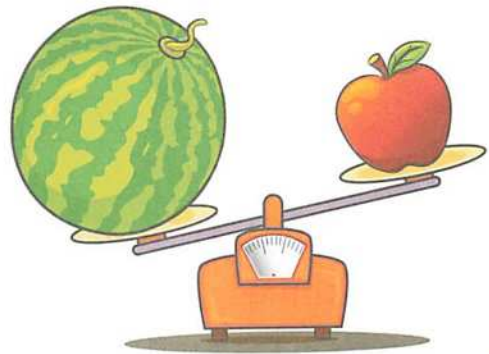
Color the shorter things in red.
Color the longer things in yellow.



Review weights



Circle the lighter objects.



Review addition

2 monkeys were playing.
1 monkey joined them.



How many
monkeys are
there in all ?

3 cats are playing.
1 cat came to play
with them.



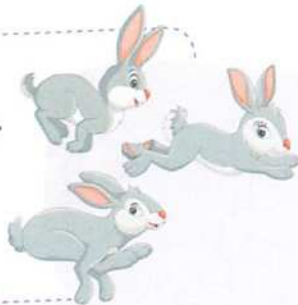
How many
cats are
playing now ?

2 mice are eating.
2 more mice came
to eat together.



How many
mice are
there in all ?

3 rabbits were jumping.
2 more rabbits came
joined them.



How many
rabbits are
there in all ?

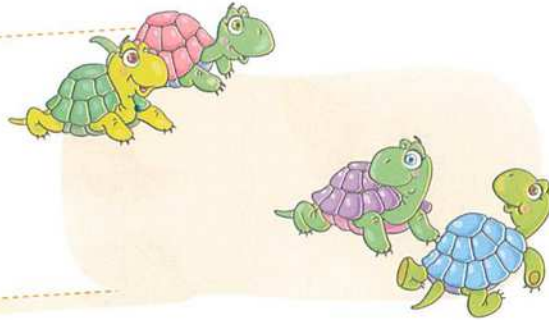
Review subtraction

There were 5 birds on a tree. 1 of them flew away.



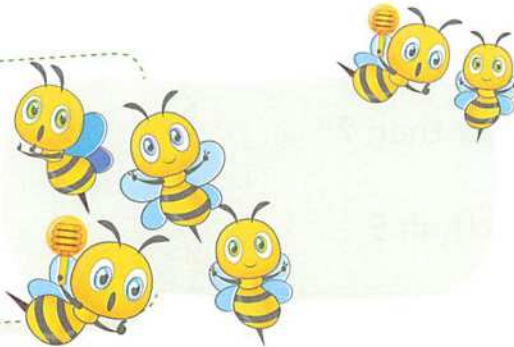
How many birds are left ?

There were 4 turtles. 2 of them went away.



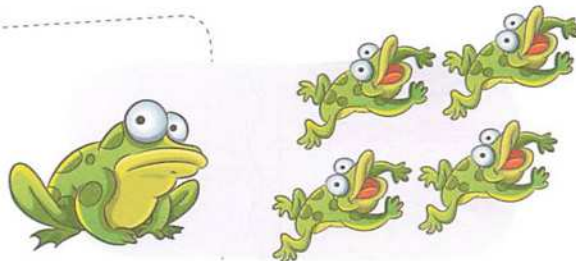
How many turtles are left ?

There were 6 bees. 2 of them flew away.



How many bees are left ?

There were 5 frogs. 4 of them jumped away.



How many frogs are left ?

Place a smiley face

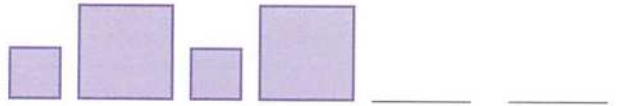
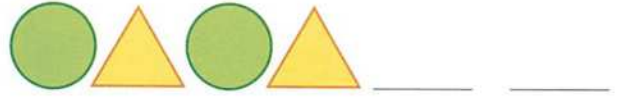


General Revision 1

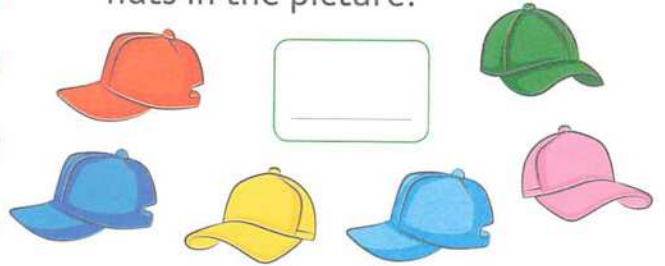
Color as many fish as the given number.



Complete the patterns and color them.



Count and write the number of hats in the picture.

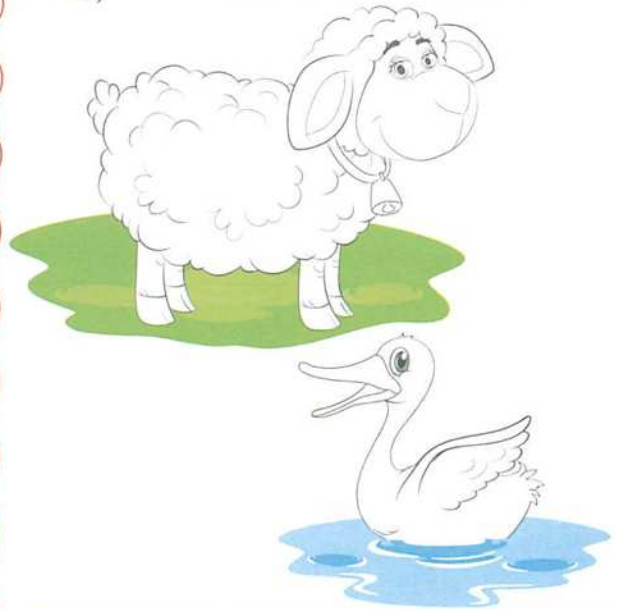


Write a suitable number.

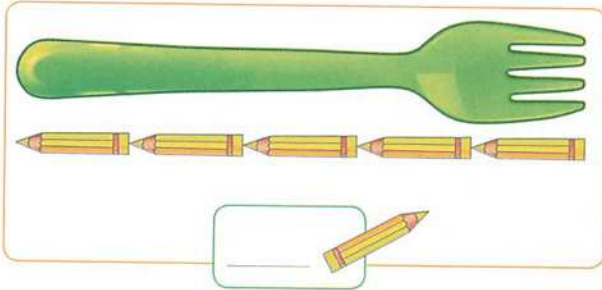
is greater than 7

is 1 less than 5

Color the heavier animal.



How long is this? Count and write.



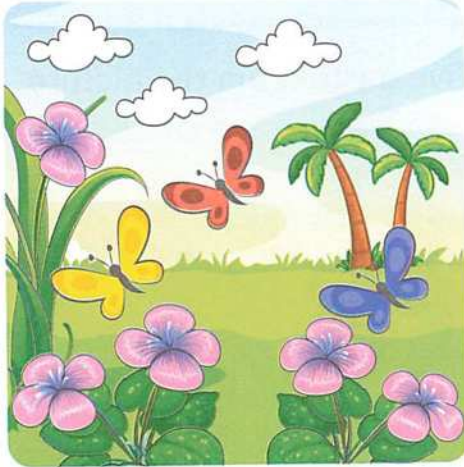
Count, subtract and write the answer.





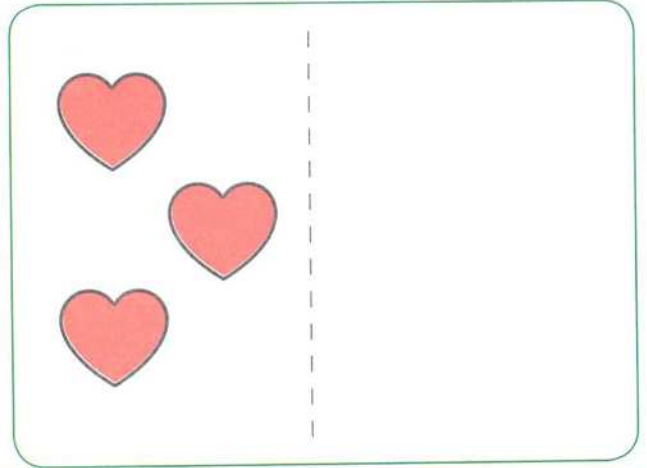
General Revision 2

Count and write how many of these objects are there in the picture.



| | |
|--|----------------------|
| | <input type="text"/> |
| | <input type="text"/> |
| | <input type="text"/> |
| | <input type="text"/> |

Draw another group which is 1 more.



Count the balls and write the answer below.



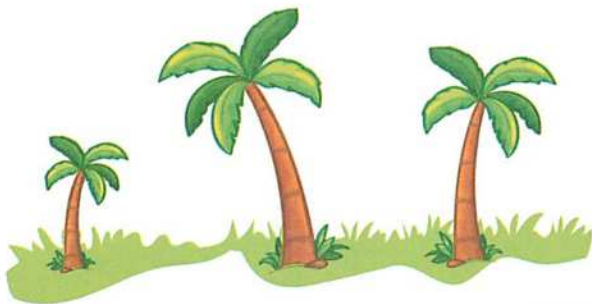
green balls



red balls

There are balls in all.

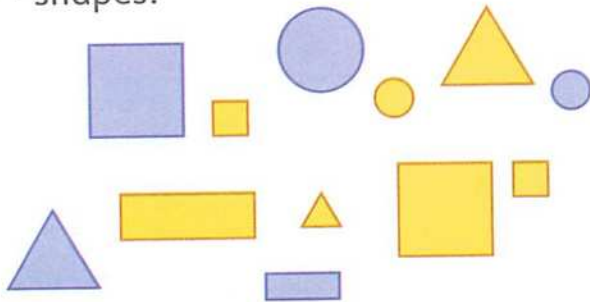
Circle the tallest one.



Find and circle five differences in the pictures




Draw a circle around the yellow shapes.




Write how many yellow shapes



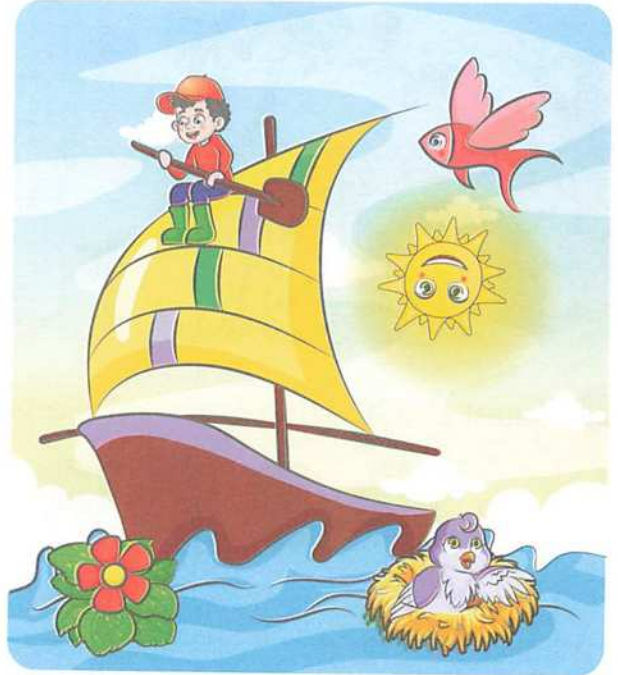
General Revision 3

 Bassem saw 5 cars
 Amir saw 2 cars
 How many cars
 did they see
 in all ?

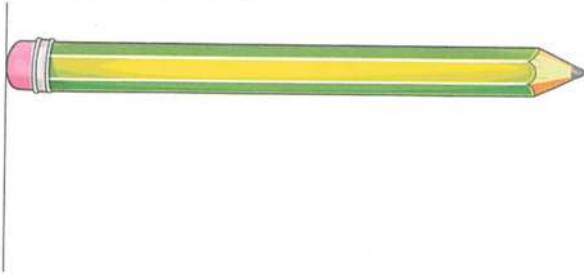


 Write a number which
 is less than 9.

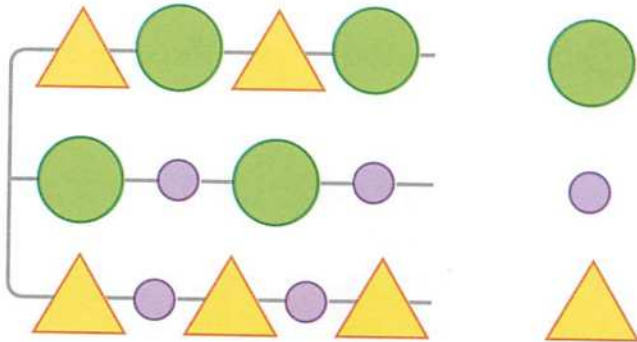
 Spot five mistakes in the picture.




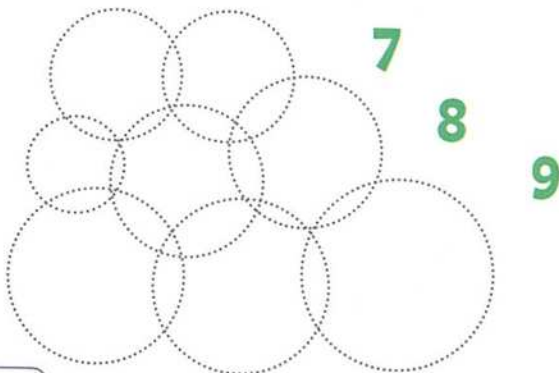
 Draw a pencil which is shorter
 than the drawn one.




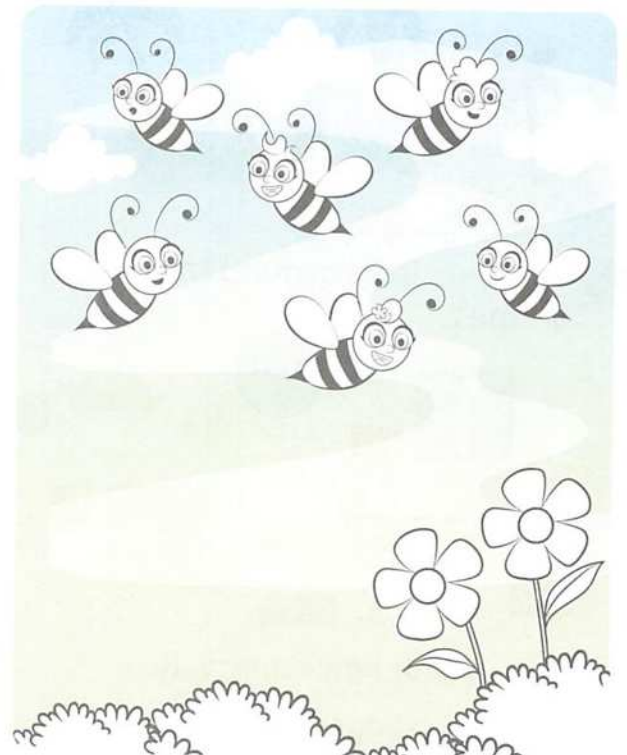
 Match to extend the pattern.



 Count and tick the number of
 circles.



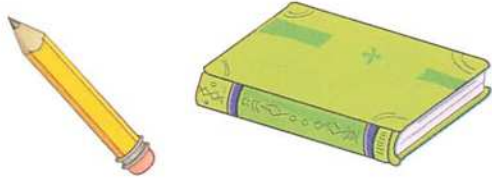
 Draw more flowers so that every
 bee can sit on a flower. Color the
 picture.





General Revision 4

Circle the lighter item.



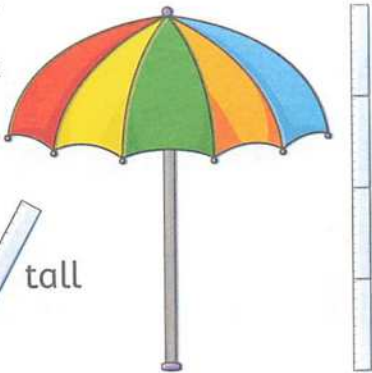
Write a suitable number.

is less than 1

is 1 more than 7

How long is this? Count and write.

tall



Hassan had 9 balloons, 4 of them flew away. How many balloons are left?



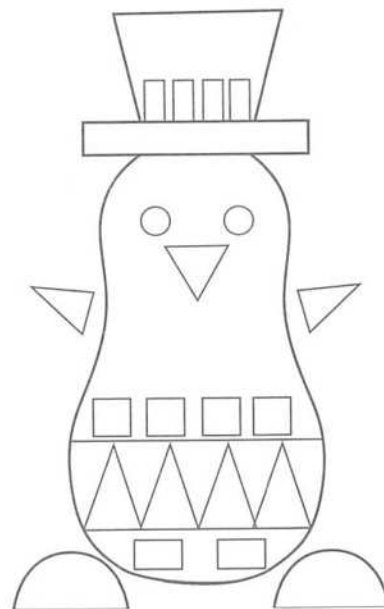
Match each umbrella to the circle which shows its top view.



Count and write the number of each object in the picture.



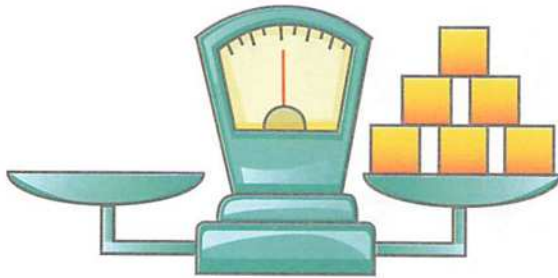
Count and write the total number of each shape in the picture. Color the picture.



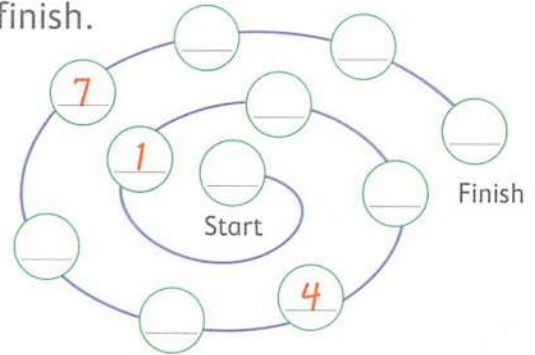


General Revision 5

Draw squares to make it balance.



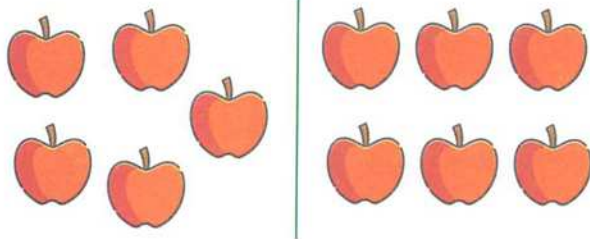
Write the numbers from start to finish.



Count the total number of butterflies, flowers and clouds in the picture.



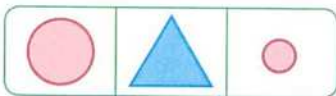
Which group is 1 more? Choose.



Draw a shape which has 4 corners and 4 sides "2 long and 2 short".



What is the next shape? Choose.



Think if add or subtract and write the correct number.

Sama had 7 colors. She gave her sister 2 of them. How many colors are left?

Add or Subtract



General Revision 6

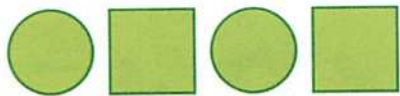
How many jokers are there in the picture? Tick the correct number.



- 3
- 5
- 7

Answer the story
5 monkeys were playing
3 more monkeys join them.
How many monkeys are playing now?

Extend the patterns.



In each row cancel the extra items.

| | |
|----------|--|
| 2 | |
| 5 | |
| 7 | |

Match.



Draw a ruler which is taller than the drawn one.



Complete the numbers in the number line.



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