

PART 1 MULTIDISCIPLINARY



Interactive E-learning  
Application



FREE GIFT  
NOT FOR SALE



PARENTS' GUIDE

**KG 1**  
FIRST TERM

**DISCOVER**

By A Group of Supervisors

2024

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THEME

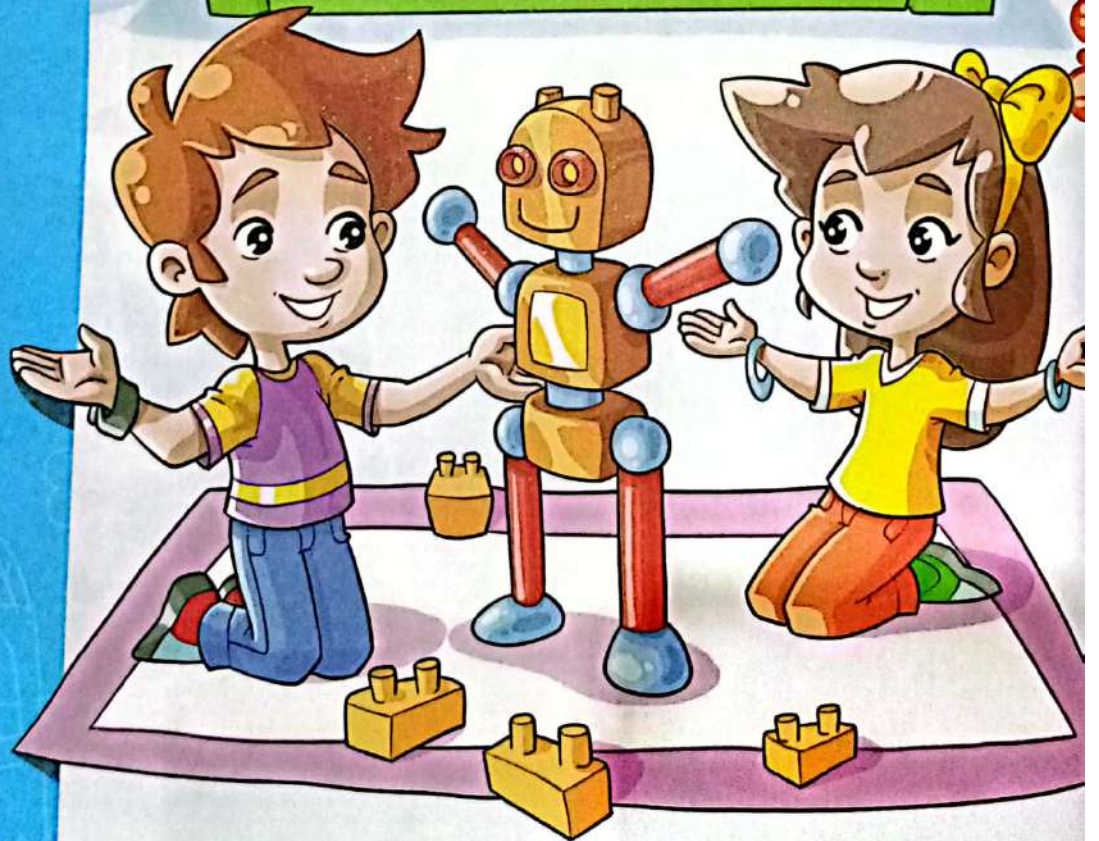
Who Am I ?



# CHAPTER 1



## Self-Portrait



## Learning outcomes

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

- Discover the sense of sight.
- Discover the senses of taste and smell.
- Discover and use the senses of touch and hearing.
- Make comparison between themselves and others.
- Use comparison words : Same and different.
- Describe basic shapes : Square, circle, triangle and rectangle.
- Compare similar and different characteristics.
- Introduce and describe themselves.
- Use basic shapes to draw pictures of their favorite things.

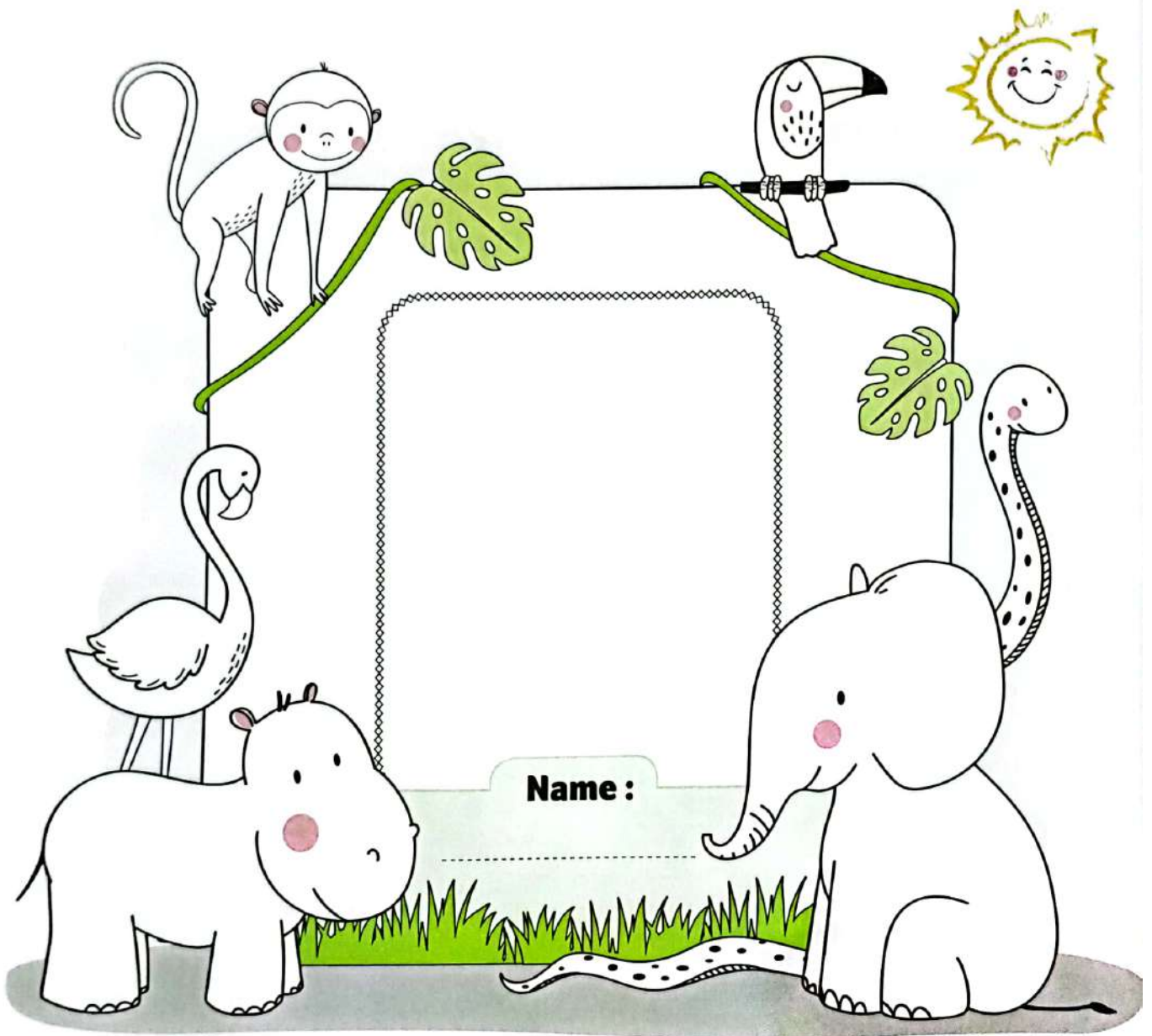
## Key vocabulary

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

# Self-Portrait



- Activity**
- Draw a picture of yourself.
  - Try to write your name, then color the animals.



Theme 1

## Notes for parents

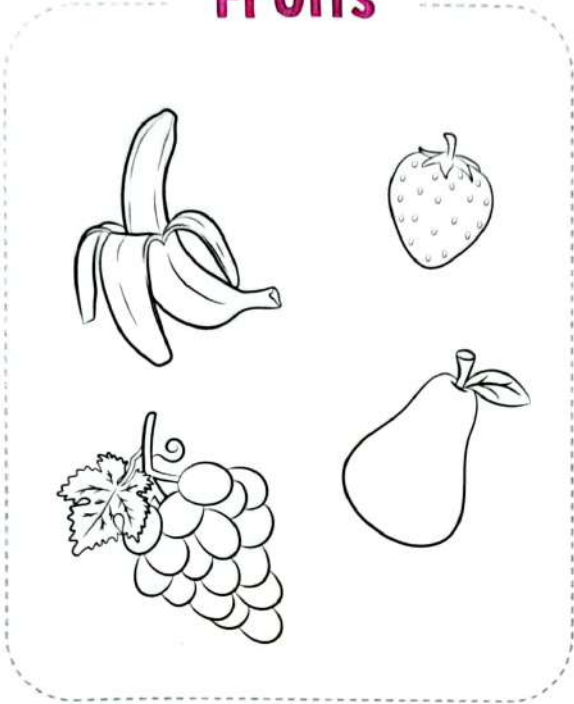
- Let your child draw a picture of him/herself inside the frame.
- Help your child to write the letters of his/her first name.
- **Integration of subjects** : English (writing) - Art (coloring).
- **Life skills** : Creativity – Self-expression.

# I Can Taste Fruits And Vegetables

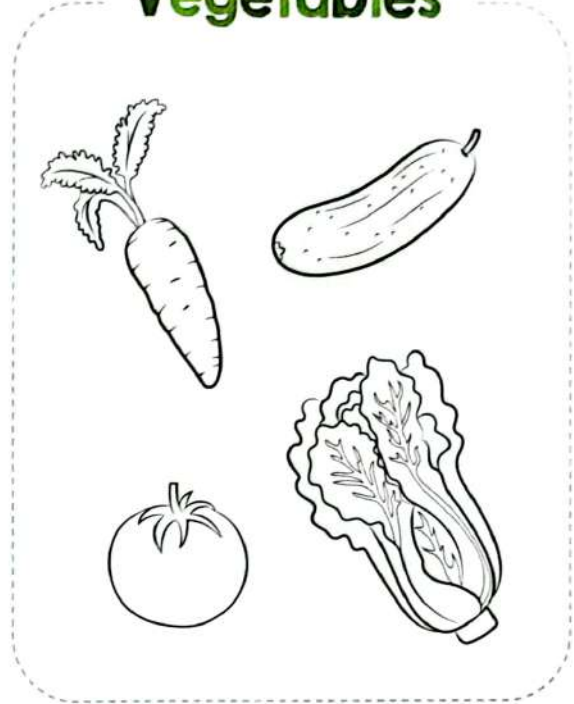


**Activity 1** Color the fruits and vegetables you like their tastes.

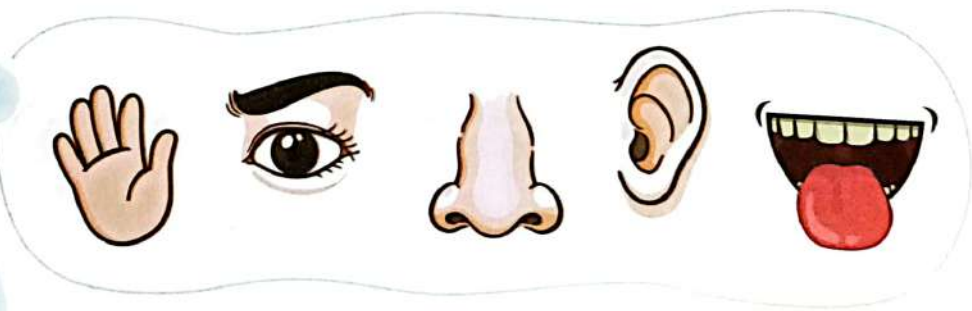
## Fruits



## Vegetables



**Activity 2** Circle the right organ.




I can **taste** with my ...

- Let your child mention other examples of his/her favorite fruits and vegetables.
- Read to your child the sentence : "I can taste with my ....." , then let him/her circle the right organ and repeat the word "tongue".
- **Integration of subjects** : Art (coloring) - Science (sense organs) - English (repeating some words).
- **Life skills** : Creativity – Self-expression – Observation.

# I Can See



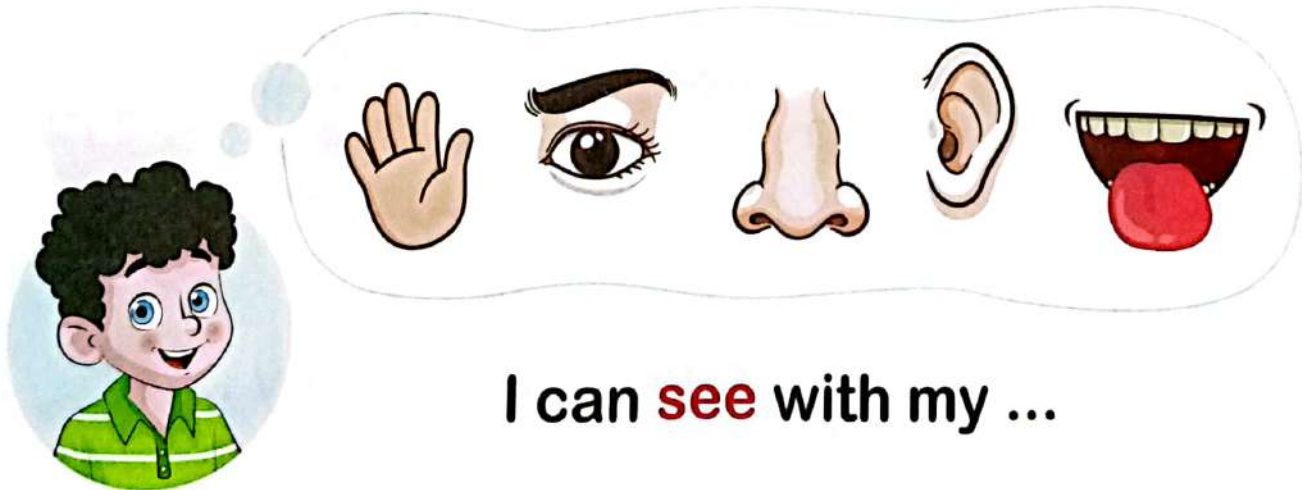
**Activity 1** Use a  to circle the **red** objects only.

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

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



**Activity 2** Circle the right organ.



I can **see** with my ...

## Notes for parents

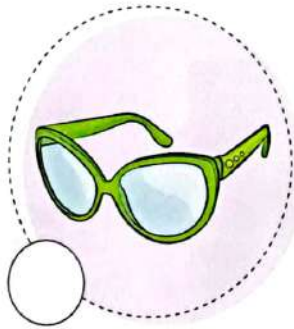
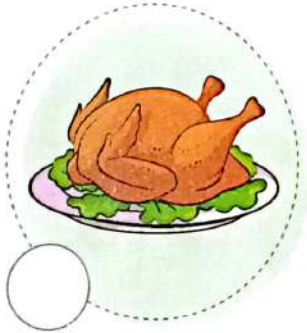
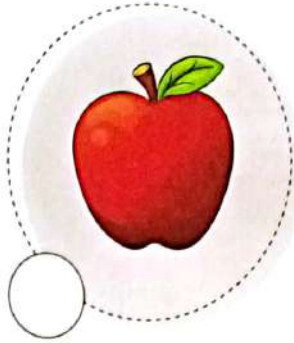
- Let your child repeat the names of colors red, blue and yellow.
- Read to your child the sentence :  
"I can see with my .....", then let him/her circle the right organ and repeat the word "eye".
- **Integration of subjects** : English (repeating some words) - Science (sense organs) - Art (coloring).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



# I Can Smell



**Activity 1** Put ✓ beside the objects that you can smell.



**Activity 2** Circle the right organ.



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

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

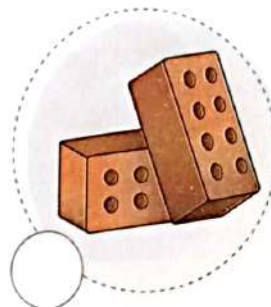
# I Can Touch



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



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



**Activity 3** Circle the right organ.



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

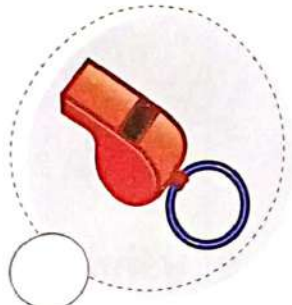
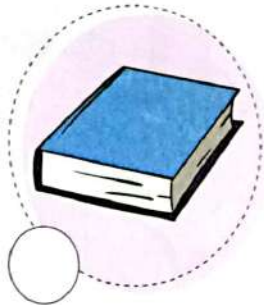
## Notes for parents

- Discuss with your child that he/she can touch and feel with his/her skin all over the body.
- Read to your child the sentence : "I can touch with my ....." then let him/her circle the right organ and repeat the word "hand".
- **Integration of subjects** : English (repeating some words) - Science (sense organs) - Art (coloring).
- **Life skills** : Differentiation – Observation.

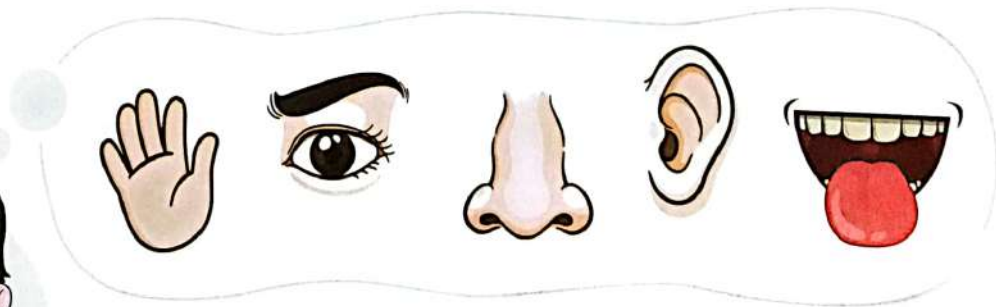
# I Can Hear



**Activity 1** Put ✓ beside the things that can make sounds.



**Activity 2** Circle the right organ.



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

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

# My Five Senses



**Activity** Put ✓ at the senses you can use to recognize the following objects as the example given.

	See	Hear	Smell	Taste	Touch
	✓		✓	✓	✓

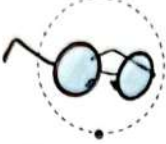






### Notes for parents

- Discuss with your child how can he/she use many senses to recognize different objects.
- Let your child repeat the following words : see, hear, smell, taste, touch.
- **Integration of subjects** : Science (senses) - English (repeating some words).
- **Life skills** : Observation – Critical thinking.

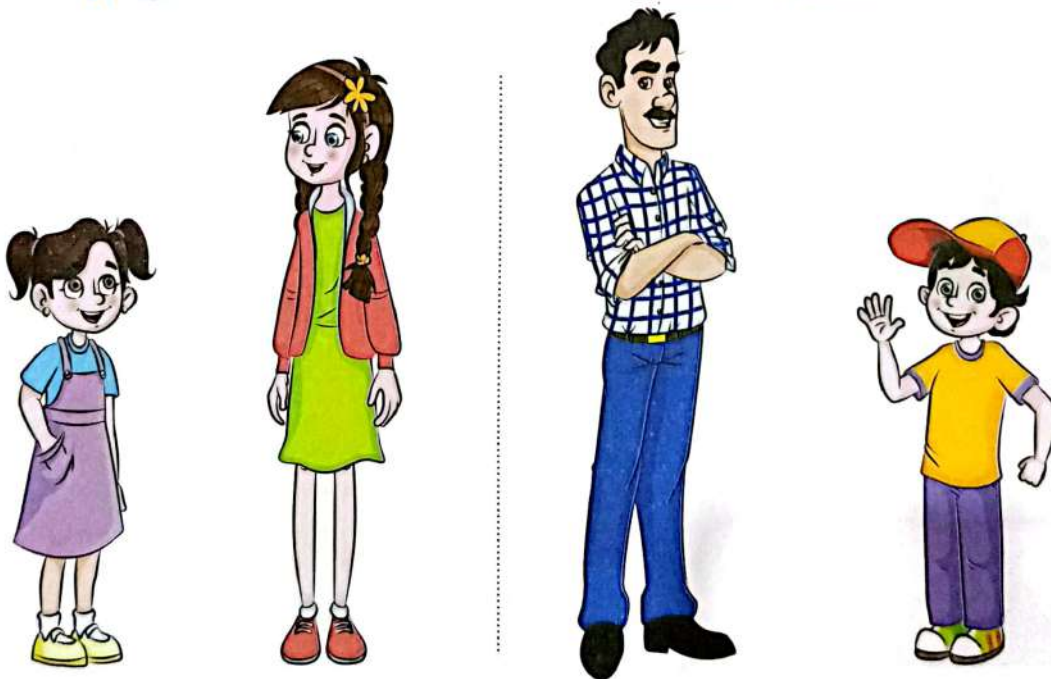
# We Are Similar



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

					
		✓		✓	
					✗

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

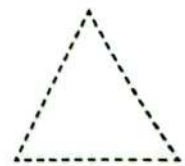
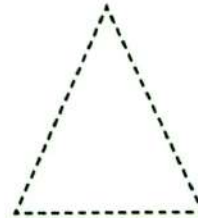
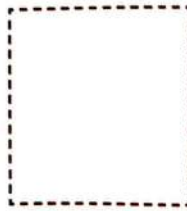
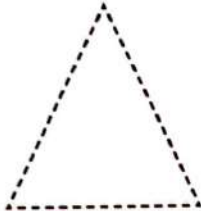
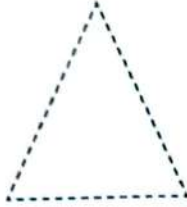


- Help your child to put (✓) or (✗) in the table to know the similarities and differences between pictures.
- Let your child repeat the words : same - different - long - short.
- **Integration of subjects** : Social studies (accept and respect differences of others) - Science (similarities and differences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

# I See Shapes



**Activity 1** Color the shapes that match the first one in shape and size in each row with the same color.



## Notes for parents

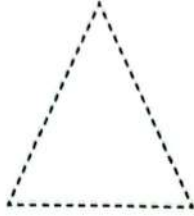
- In each row, let your child color the similar shapes that match the first one in shape and size using its same color.
- Help your child to count the similar shapes in each row.
- **Integration of subjects** : Math (geometric shapes and counting) - Art (coloring).
- **Life skills** : Observation – Set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

**Activity 2** Color, trace, then draw.

**Triangle**



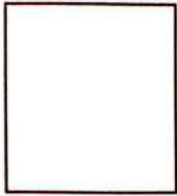
Color



Trace

Draw

**Square**



Color



Trace

Draw

**Rectangle**



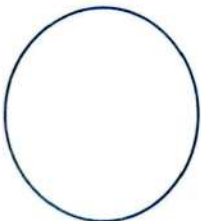
Color



Trace

Draw

**Circle**



Color



Trace

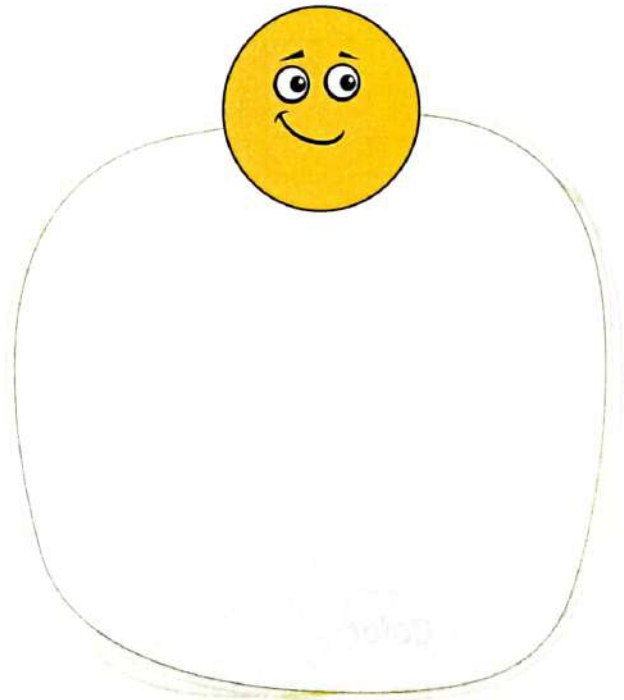
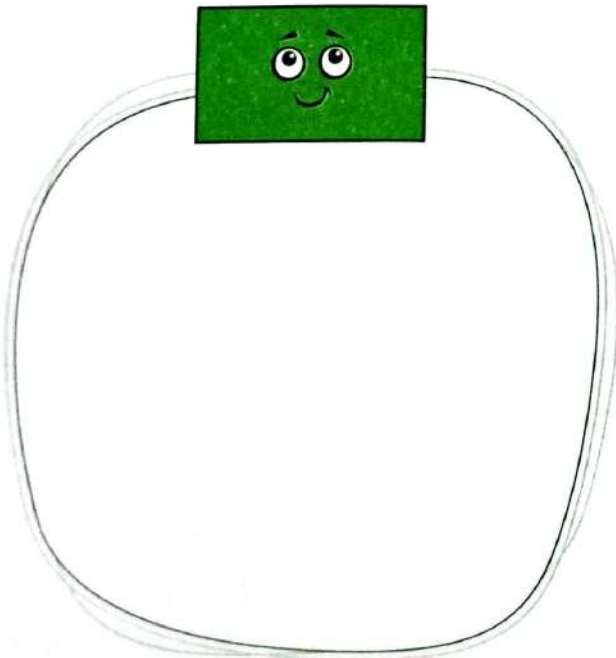
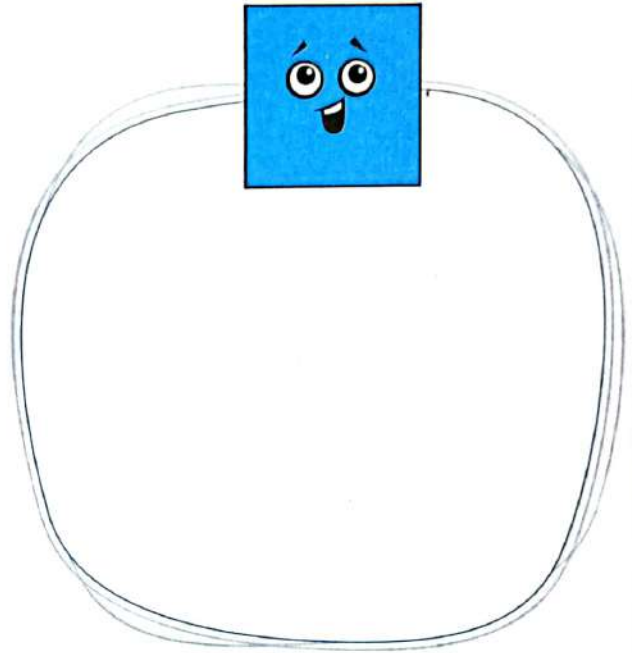
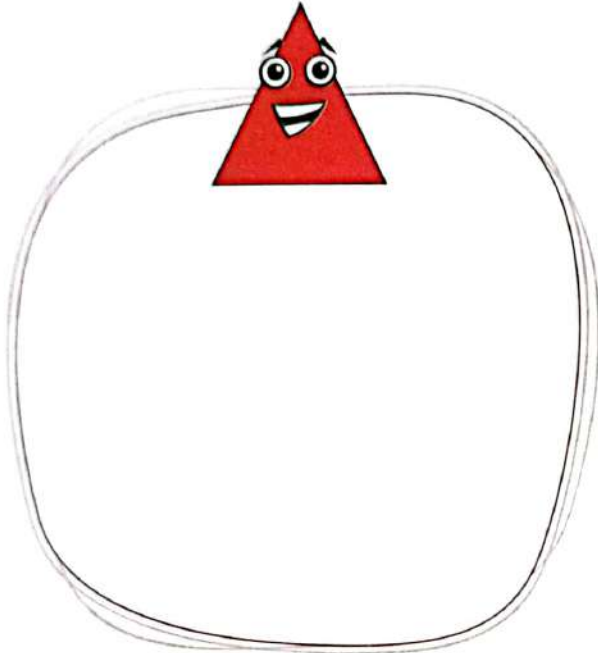
Draw

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

# My Favorite Things



**Activity** Draw some pictures of your favorite things that look like the shown geometric shape.



## Notes for parents

- Help your child to draw some pictures of his/her favorite things (toys, foods, clothes ... etc.) which look like each of the geometric shapes.
- **Integration of subjects** : Math (geometric shapes) - Art (drawing).
- **Life skills** : Set clear goals – Critical thinking – Differentiation.

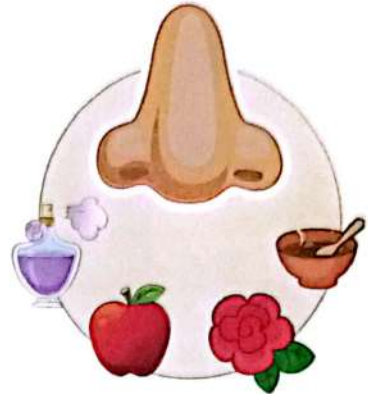


# I Have Learned That

★ I have five senses .



I can hear with my ear



I can smell with my nose



I can taste with my tongue

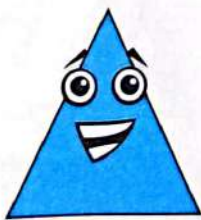


I can touch with my hand

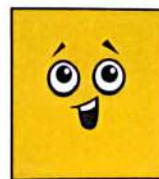


I can see with my eye

★ Geometric shaps :



Triangle



Square



Circle



Rectangle

# CHAPTER 2

## Mommy's And Daddy's



## Learning outcomes

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

- Identify the members of the family.
- Compare his/her family to a family in a storybook.
- Describe how parents help in the family.
- Observe baby animals and match them to their parents.
- Compare the parent to a baby animal.

## Key vocabulary

- |          |                    |               |
|----------|--------------------|---------------|
| • Adult  | • Baby             | • Grandparent |
| • Family | • Same             | • Different   |
| • Role   | • Responsibilities |               |

# Children And Adults



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



## Notes for parents

- Help your child to count the number of children and the number of adults.
- Let your child repeat the words : "children - adults".
- **Integration of subjects** : Math (counting) - English (repeating some words) - Economics and applied sciences (family).
- **Life skills** : Observation – Set clear goals – Communication.

**Activity 2** Color the pictures, then circle the pictures of the people who live in your home.



Grandfather



Grandmother



Father

# My Family



Mother



Brother



Sister

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

# Tasks



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



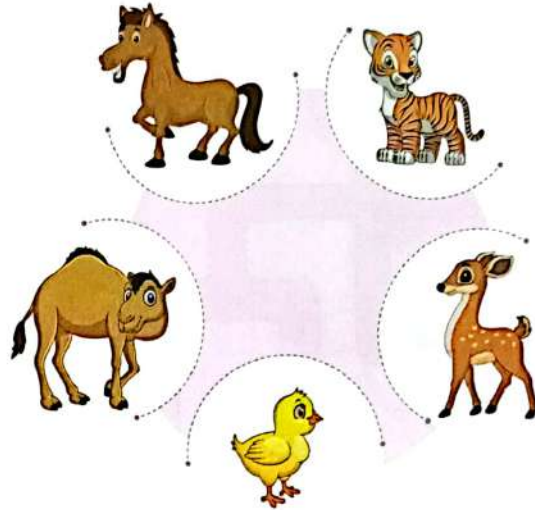
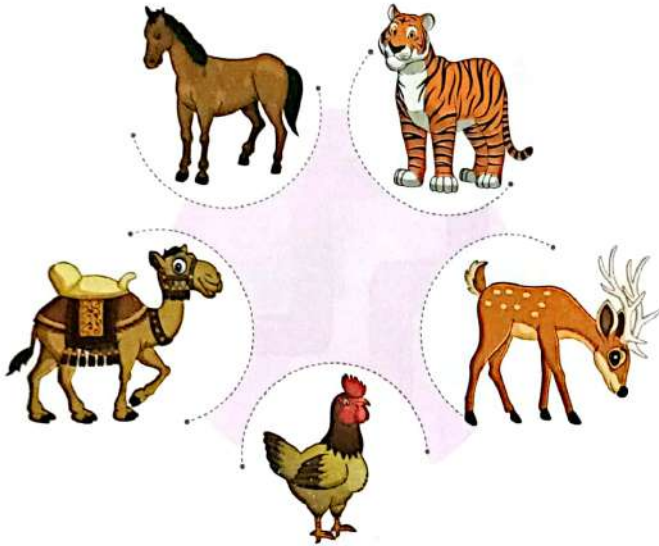
## Notes for parents

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

# Baby And Adult Animals



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



A dult

dult

dult

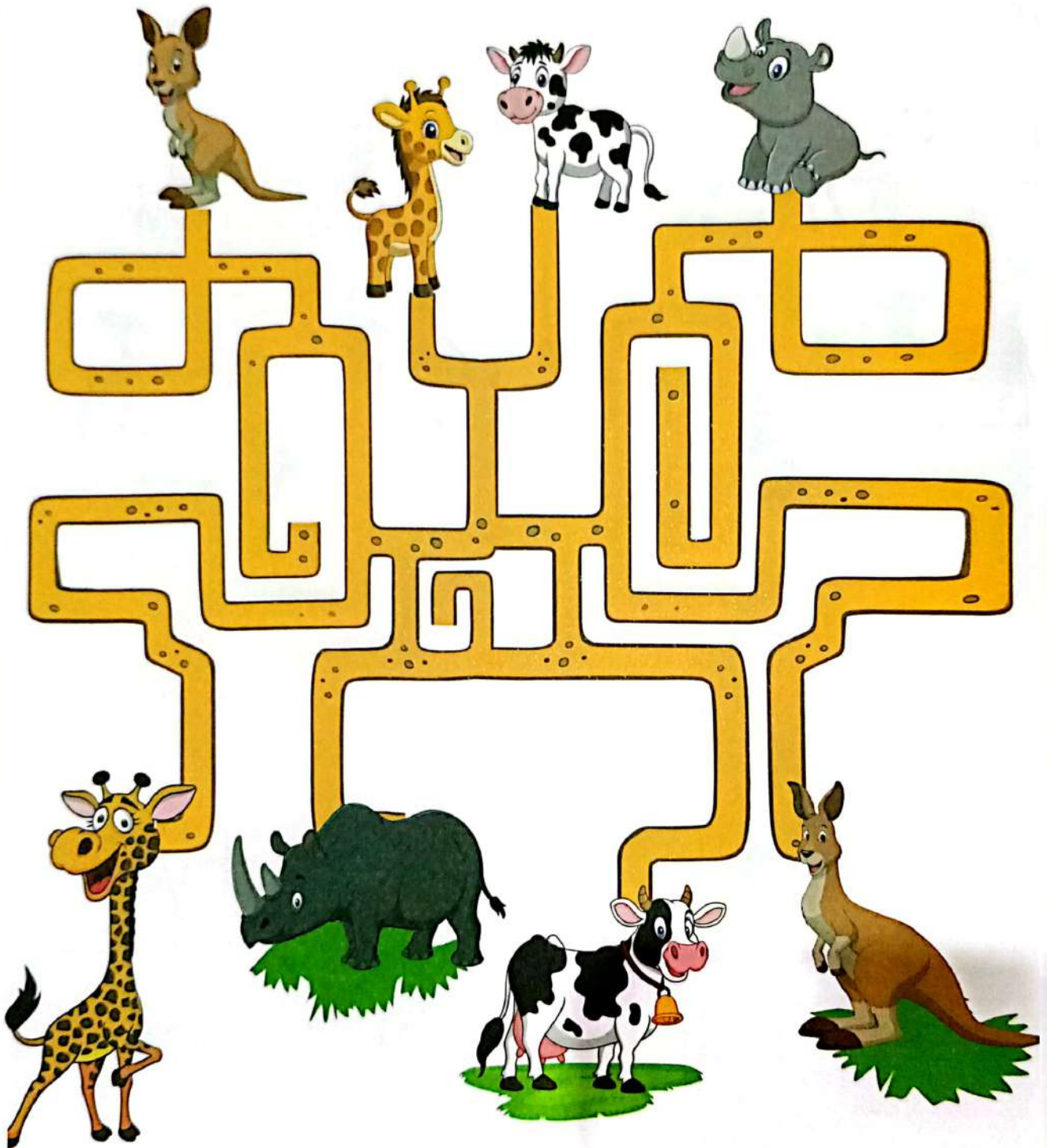
B aby

aby

aby

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

**Activity 2** Help each baby to reach its mommy.



**Notes for parents**

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



**Activity 3** Match each adult animal to its baby animal, then color the uncolored pictures.



## Adults



## Babies

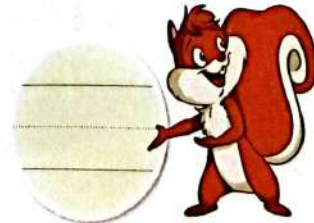
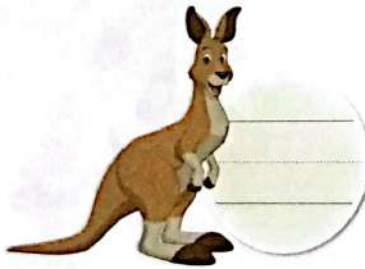


- Discuss with your child :
  - the similarities between baby animals and their parents (legs, tails , color ... etc.)
  - the differences between baby animals and their parents (big, small, short ... etc.)
- **Integration of subjects** : Science (adults and babies) - Art (coloring).
- **Life skills**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

# Let's Count



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



Theme 1

## Notes for parents

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

# I Have Learned That

## ★ My family



Grandmother



Grandfather



Father



Mother



Sister



Brother

## ★ Baby and adult animals



# My School

# CHAPTER 3



## Learning outcomes

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

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

## Key vocabulary

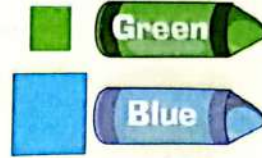
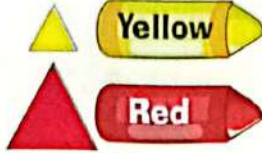
- |            |          |               |             |
|------------|----------|---------------|-------------|
| • Senses   | • Hear   | • Observe     | • Classify  |
| • Shape    | • Square | • Circle      | • Rectangle |
| • Triangle | • Far    | • In front of | • Up        |
| • Behind   | • Near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

# Shapes Sort



**Activity 1** Color the shapes using the color codes, then count each of them and write its number.

Color codes



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

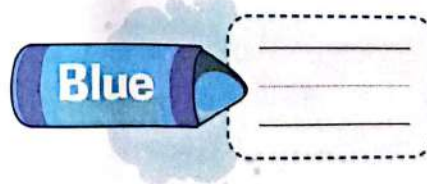
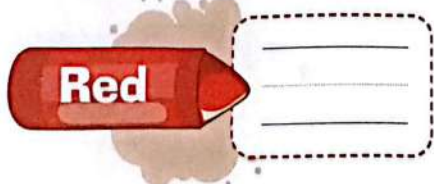
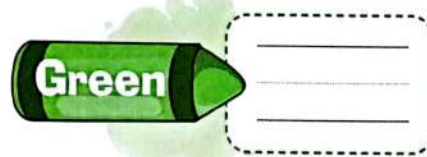
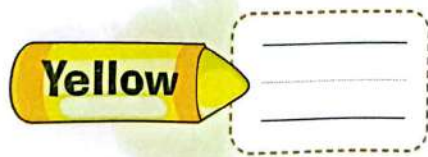
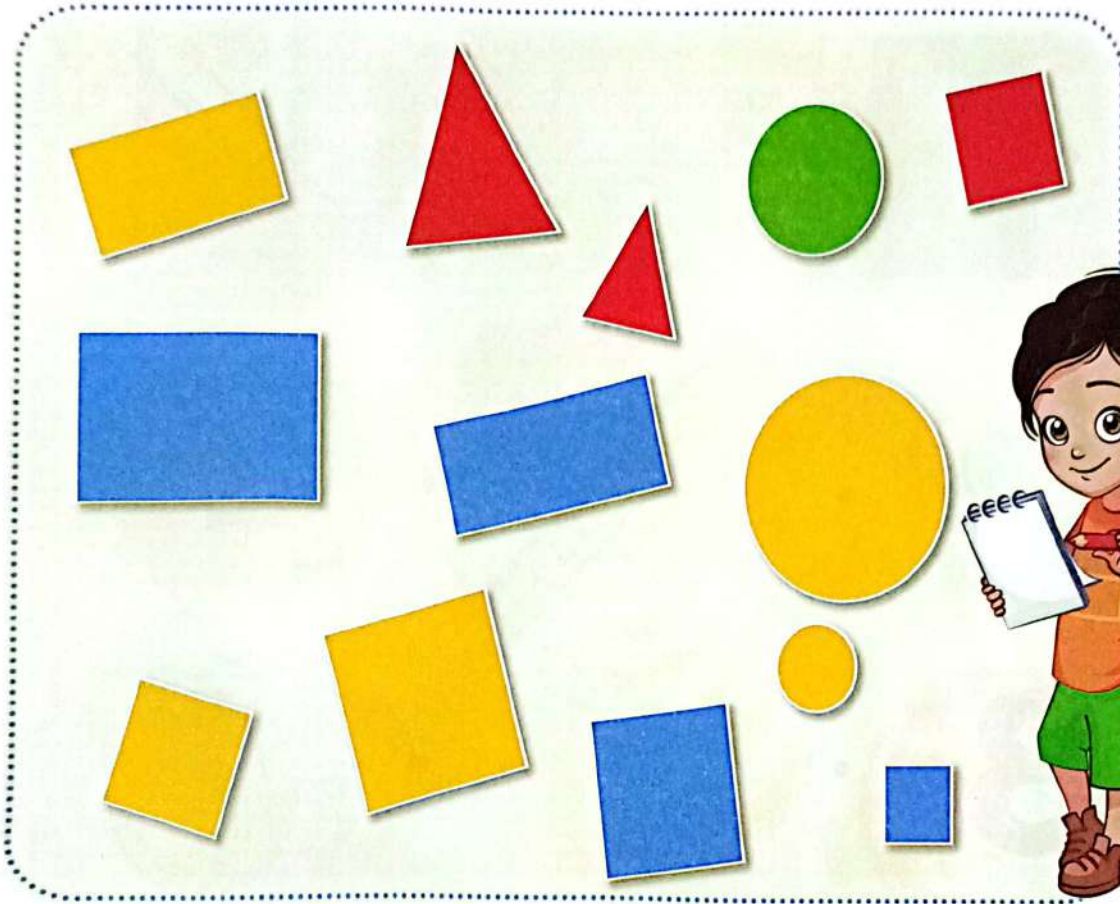
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Theme 1

## Notes for parents

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

**Activity 2** Count the shapes that have the same color and write their number.

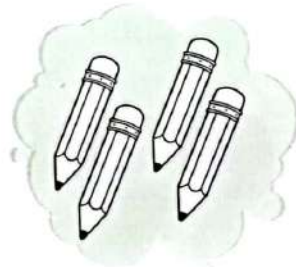
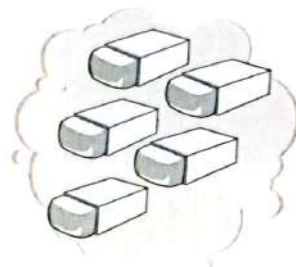


- Help your child to classify different things according to their colors.
- Let your child repeat the following words : yellow, green, red and blue.
- **Integration of subjects** : English (repeating some words) - Math (counting and geometric shapes).
- **Life skills** : Problem solving – Critical thinking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

# Objects In My Classroom



## Activity 1 Match and color.

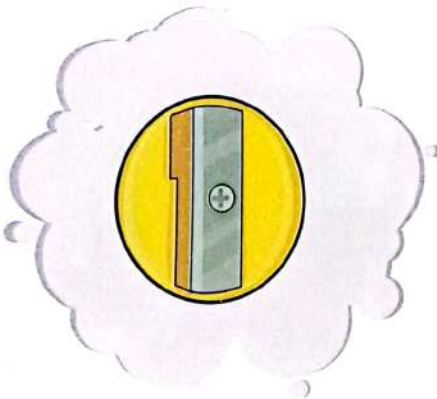


### Notes for parents

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



**Activity 2** Circle the  things using the red color and  things using the blue color.

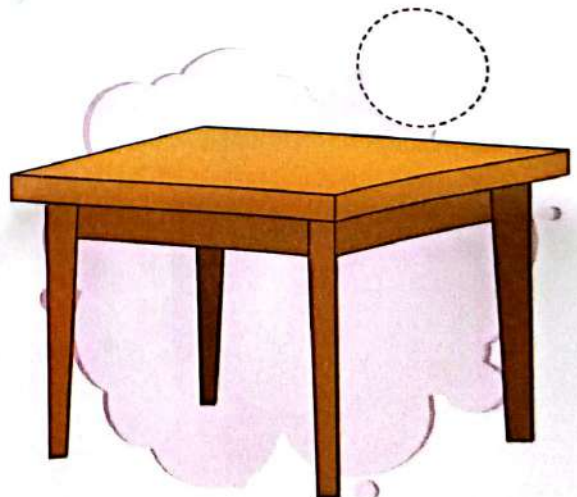
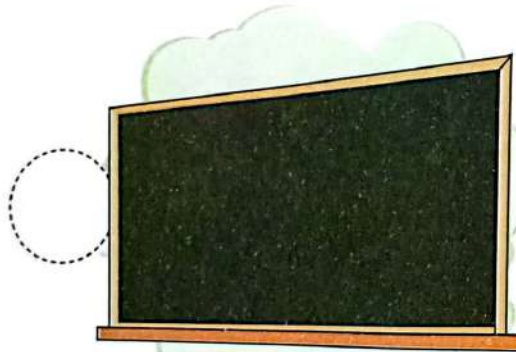


- Let your child count the things that have rectangle shapes, then count the things that have square shapes after choosing them.
- Help your child to find out other things in his/her room that have rectangle or square shapes.
- **Integration of subjects** : Math (geometric shapes and counting) - Art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

# Outside My Classroom



**Activity 1** Color the circles beside the things that are found **outside** your classroom in **green** and the circles beside the things **inside** your classroom in **red**.



## Notes for parents

- Help your child to mention other things that he/she can observe outside the classroom.
- Let your child repeat the words : "outside – inside".
- **Integration of subjects** : Art (coloring) - English (repeating some words).
- **Life skills** : Observation – Differentiation.


**Activity 2** Color the circle beside each picture in green for near and in red for far.





- Let your child color the circle beside each picture, using the green color for the near objects and the red color for the far objects.
- Let your child repeat the words "near - far".
- **Integration of subjects** : Science (space and time relations) - English (repeating some words).
- **Life skills** : Differentiation – Observation.

**Activity 3** Draw ○ around what is up on the .



**Activity 4** Draw □ around what is down the .



**Activity 5** Draw △ around who is behind the   
 Draw □ around who is in front of .



**Notes for parents**

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

# Jobs And Tools



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

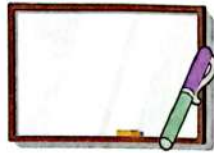
Cleaner



Stick here

Stick here

Teacher



School doctor



Stick here

Stick here

Secretary



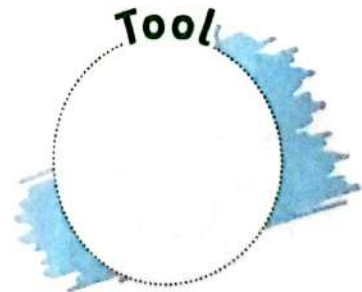
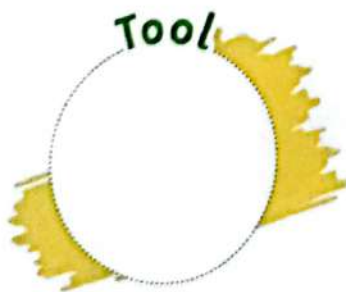
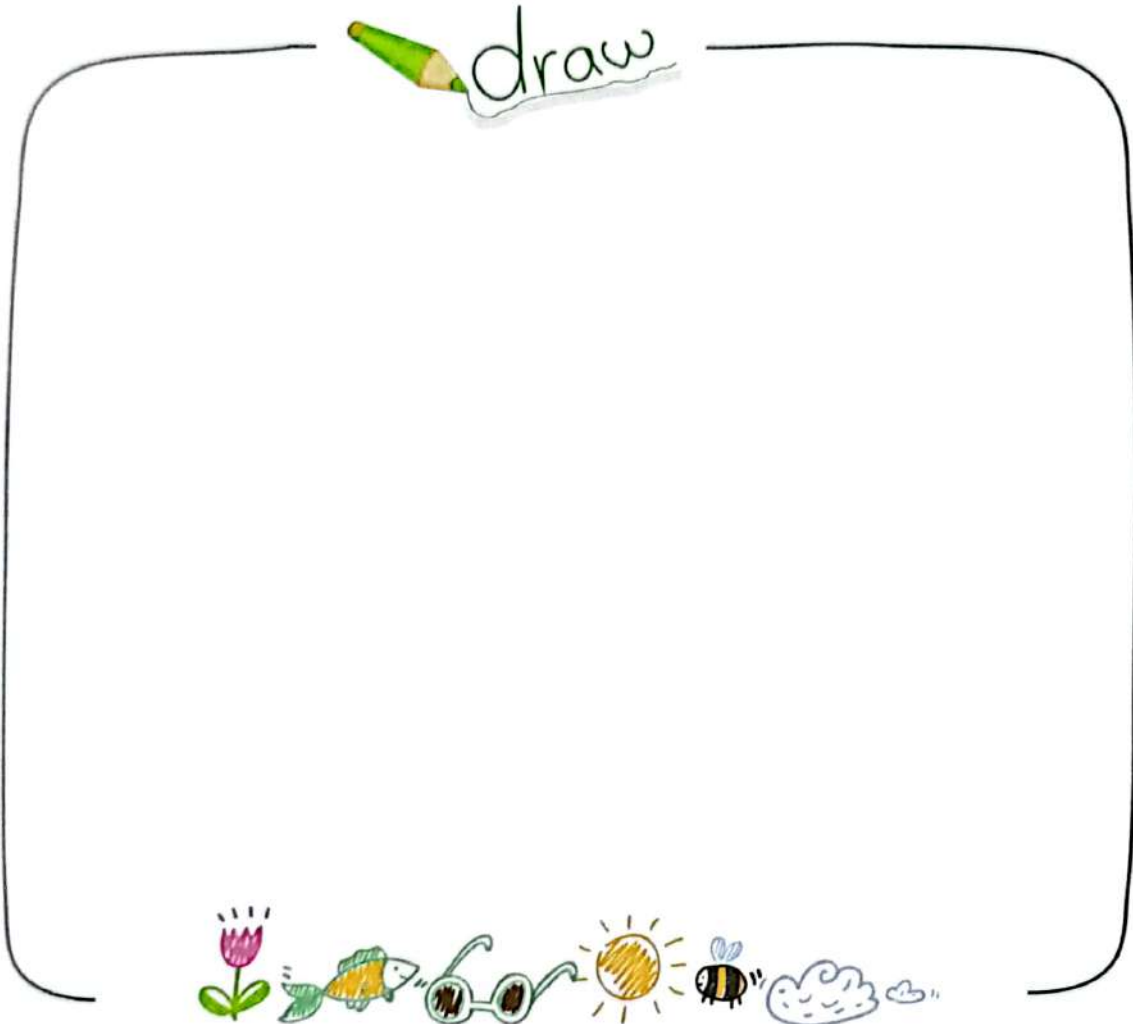
**Note**  
The stickers are at the end of the book

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

# My Grown - Up Job



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



## Notes for parents

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

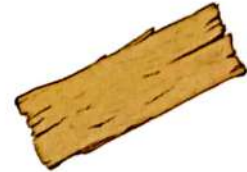
# Texture Rubbing



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



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



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



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



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

# I Have Learned That

★ Space and time relations are :

Near



Far



Up



Down



In front of



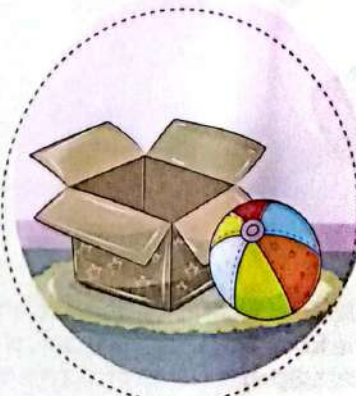
Behind



Inside



Outside





2

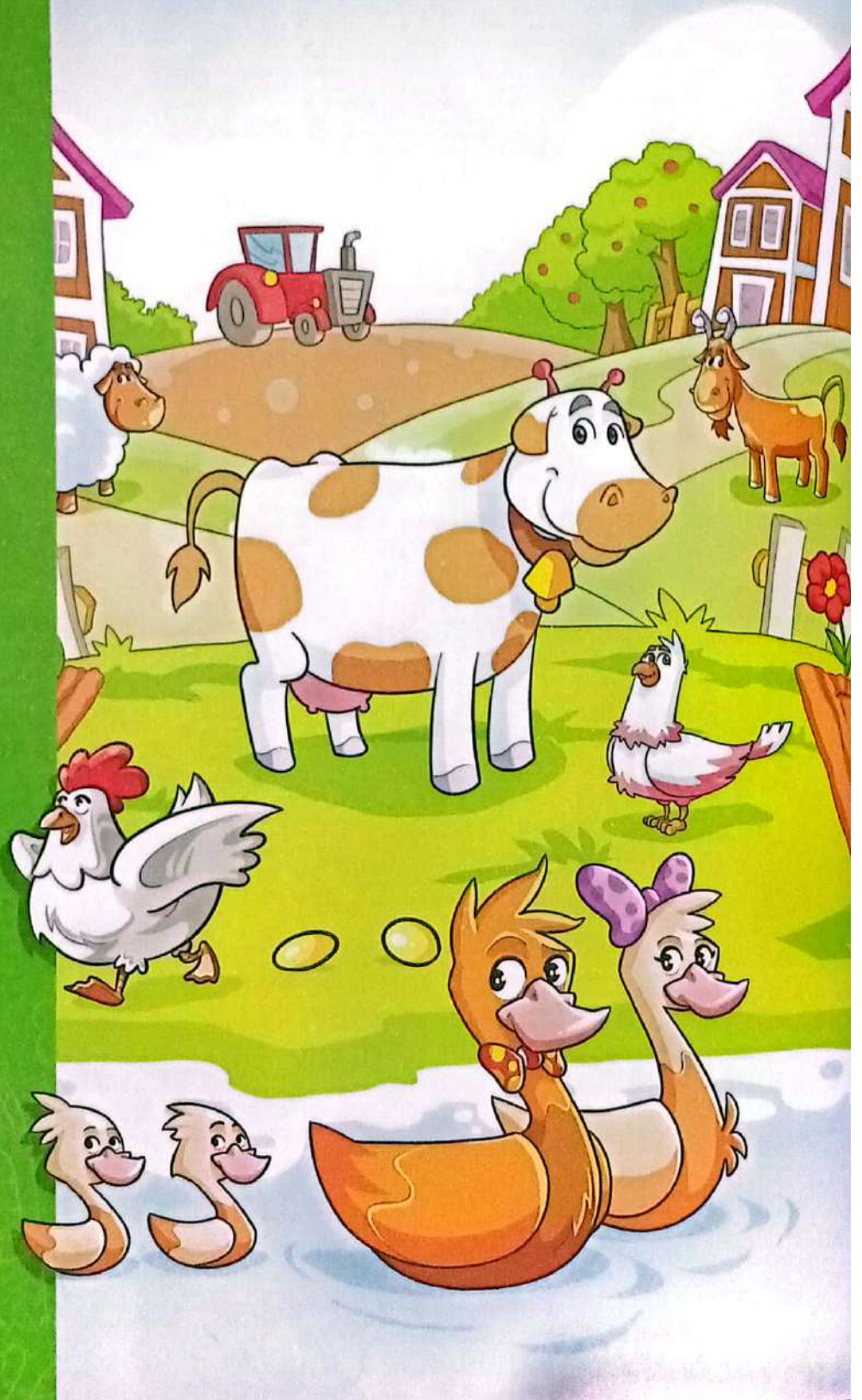
THEME

The World  
Around Me



# CHAPTER 1

## Animal Babies



## Learning outcomes

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

- Describe how students are cared for by adults.
- Sequence a daily routine.
- Compare and contrast how adults help students develop a daily routines.
- Identify and sort animals by habitat.
- Count and compare numbers of animals.

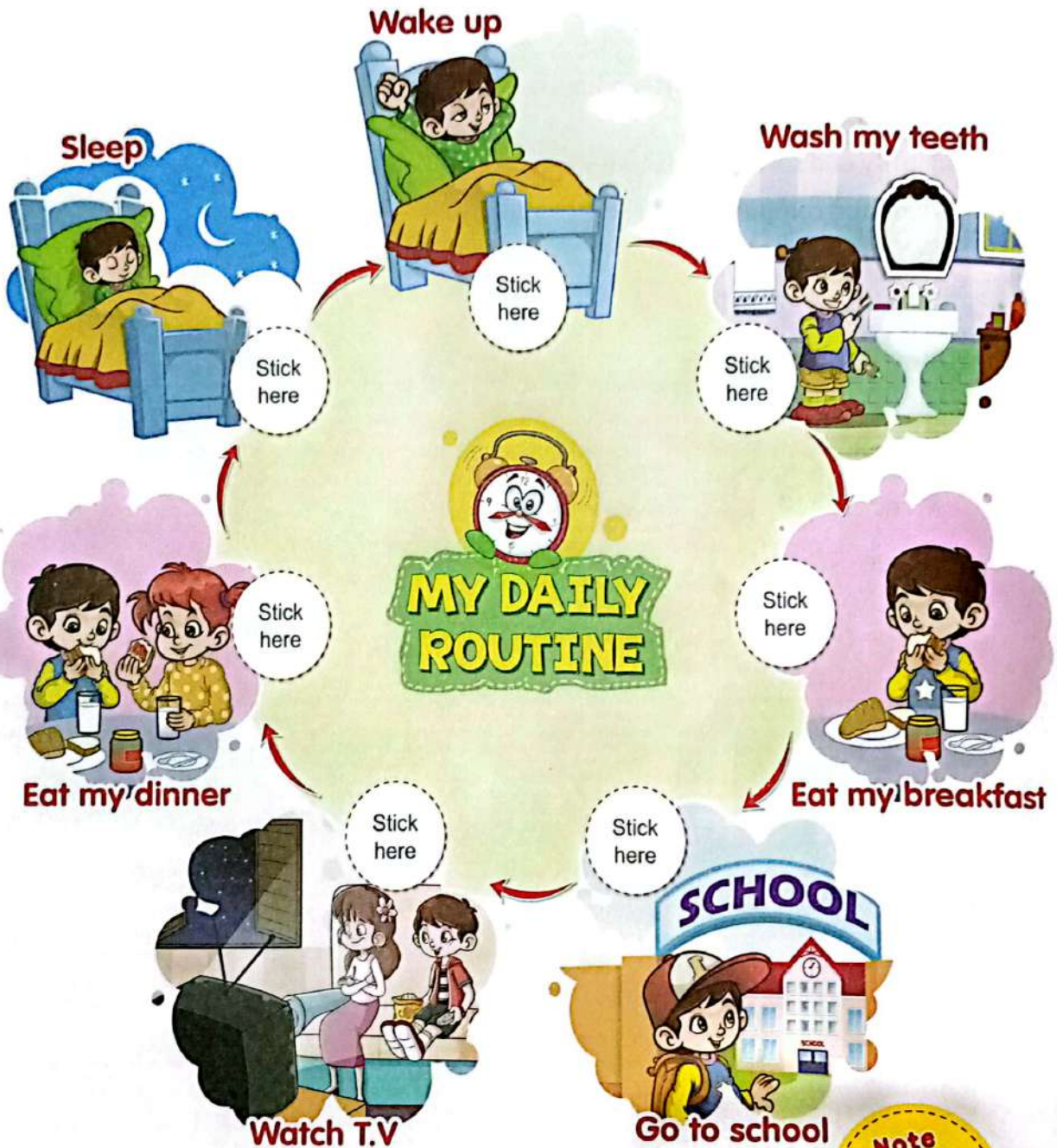
## Key vocabulary

- |           |               |         |
|-----------|---------------|---------|
| • Habitat | • Environment | • Ocean |
| • Arctic  | • Forest      | • Sea   |
| • Desert  |               |         |

# My Daily Routine



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



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

### Notes for parents

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

**Activity 2** Color the pictures and draw another picture of one of your family members who takes care of you during an activity.

### Cooking



### Studying



### Driving Me to School



### Draw

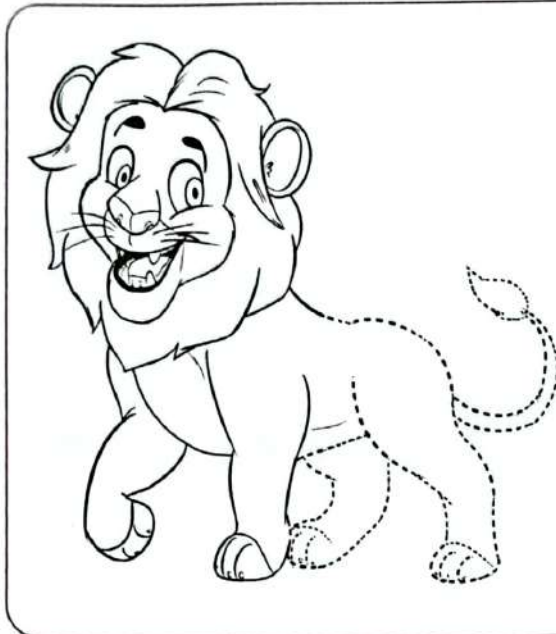


- Discuss with your child the importance of family helping.
- Let your child think about the activities that adults can help him/her to do.
- **Integration of subjects** : Art (coloring and drawing) - Social studies (family relationships).
- **Life skills** : Self-management – Self-expression.

# Observing Animals

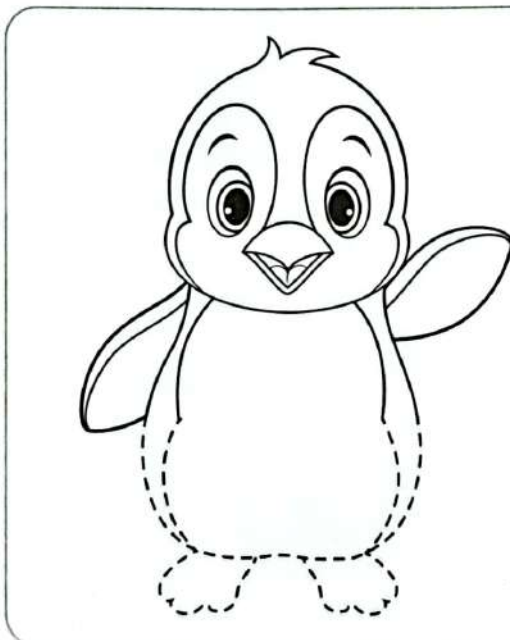


**Activity 1** Trace each picture and color it, then draw another animal that has four legs and an animal that has two legs.



» DRAW .. 

**Animal has 4 legs**







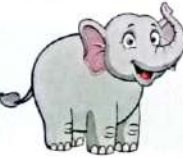


» DRAW .. 

**Animal has 2 legs**

### Notes for parents

- Help your child to draw an animal that has four legs and another one that has two legs.
- **Integration of subjects** : Art (drawing and coloring) - Science (comparing between animals).
- **Life skills** : Differentiate between similarities and differences – Observation.

**Activity 2** Classify the animals by putting a sign ✓ in the two-legged animal box and the four-legged animal box and write the total number of each, then circle the greater one.

Animals	2 Legs	4 Legs
		
		
		
		
		
		
		
Total number	_____ _____ _____	_____ _____ _____

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

**Activity 3** Stick at each row, the baby animal that its mommy has the following parts.

Sticker



Sticker



Sticker



Sticker



Sticker



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

**Notes for parents**

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



# Animals Around The World



**Activity 1** Put ✓ at the habitat where each animal lives, then write the number of animals in each habitat and color the fingers in red according to this number and write the number.








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

**Activity 2** Look at the picture, then count the number of animals that live in water and the number of animals that live on land.



**Water**




**Land**




Theme 2

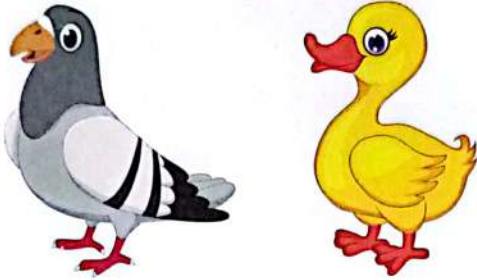
**Notes for parents**

- Discuss with your child other animals that live in water and animals that live on land.
- **Integration of subjects** : Math (counting) - Science (animals habitats).
- **Life skills** : Differentiate between similarities and differences – Observation – Collecting data.

# I Have Learned That

★ Some animals have :

2 Legs



4 Legs



★ Animals may live in :

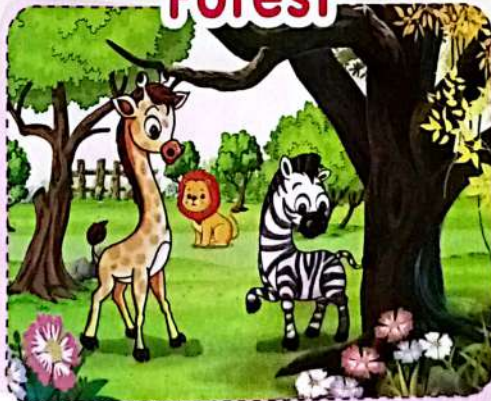
Desert



Sea



Forest



# CHAPTER 2

## How To Care ?



## Learning outcomes

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



- Classify living and nonliving things.
- Recognize that there are different kinds of living things in different places.
- Distinguish between a map and a picture.
- Differentiate between winter and summer.
- Compare clothing appropriate for each season.
- Describe the characteristics of the seasons of the year.
- Observe the life stages of humans.
- Compare what is the same and different about life stages of different living things.
- State the importance of washing hands.
- State the importance of safe and clean food.

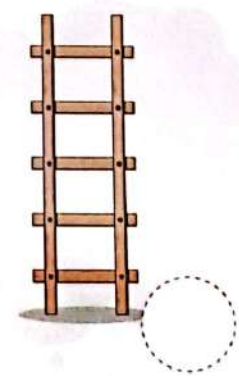
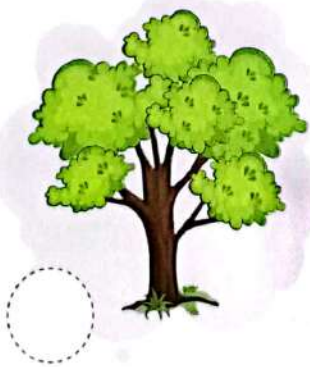
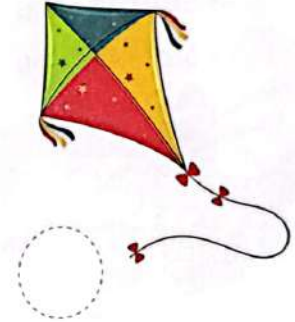
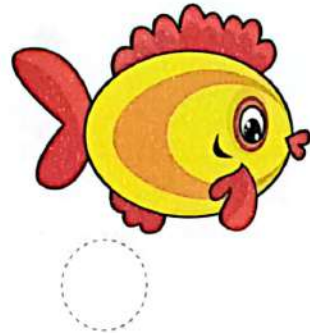
## Key vocabulary

- |               |             |              |             |
|---------------|-------------|--------------|-------------|
| • Living      | • Nonliving | • Life stage | • Child     |
| • Adult       | • Map       | • Picture    | • Seasons   |
| • Summer      | • Winter    | • Same       | • Different |
| • Cleanliness | • Salad     |              |             |

# Living Or Not ?



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







Theme 2



### Notes for parents

- Discuss with your child that living things include humans, animals and plants.
- Discuss with your child other examples of living and non-living things.
- **Integration of subjects** : Science (living and non-living things) - Art (coloring).
- **Life skills** : Observation – Classifying.

**Activity 2** Put ✓ next to the ones that each item can do.

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

- Discuss with your child that all living things can feed, move, breathe and grow up.
- Explain to your child that the plant always moves toward the light.
- **Integration of subjects** : Science (living and non-living things) - English ( repeat some words).
- **Life skills** : Observation – Differentiation.

**Activity 3** Color the circles of **Living things** in blue  and color the circles of **non-living things** in red .



**How many ... ?**



Living things

Non-living things

**Notes for parents**

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



**Activity 4** Color the circles of natural objects in  and color the circles of man-made objects in 



**How many ... ?**

Natural objects

Man-made objects

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

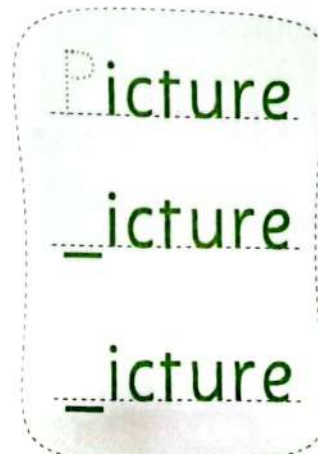
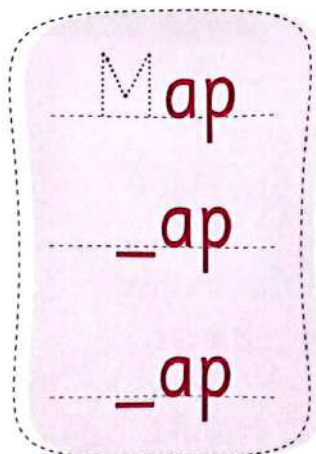
# Map or Picture ?



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



**Activity 2** Trace then write .



### Notes for parents

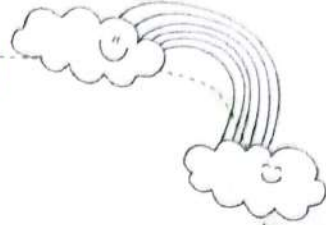
- Let your child differentiate between map and picture.
- Let your child repeat the words : Map - Picture.
- **Integration of subjects** : English (writing and reading) - Social studies (map and picture).
- **Life skills** : Critical thinking – Communication.

# Seasons



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

## The Summer Season



## The Winter Season



• Help your child draw a picture that shows the summer season like drawing some children playing on the beach and draw a picture that shows the winter season like drawing some children walking on a rainy day and wearing heavy clothes and holding umbrellas.

- **Integration of subjects** : Science (seasons) - Art (drawing).

- **Life skills** : Differentiation – Observation – Self-expression.

# What To Wear ?



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



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

Theme 2

## Notes for parents

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

# Life Stages



**Activity 1** Match each picture to the correct number to arrange the life cycles of the butterfly and the frog.

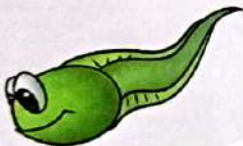


1

2

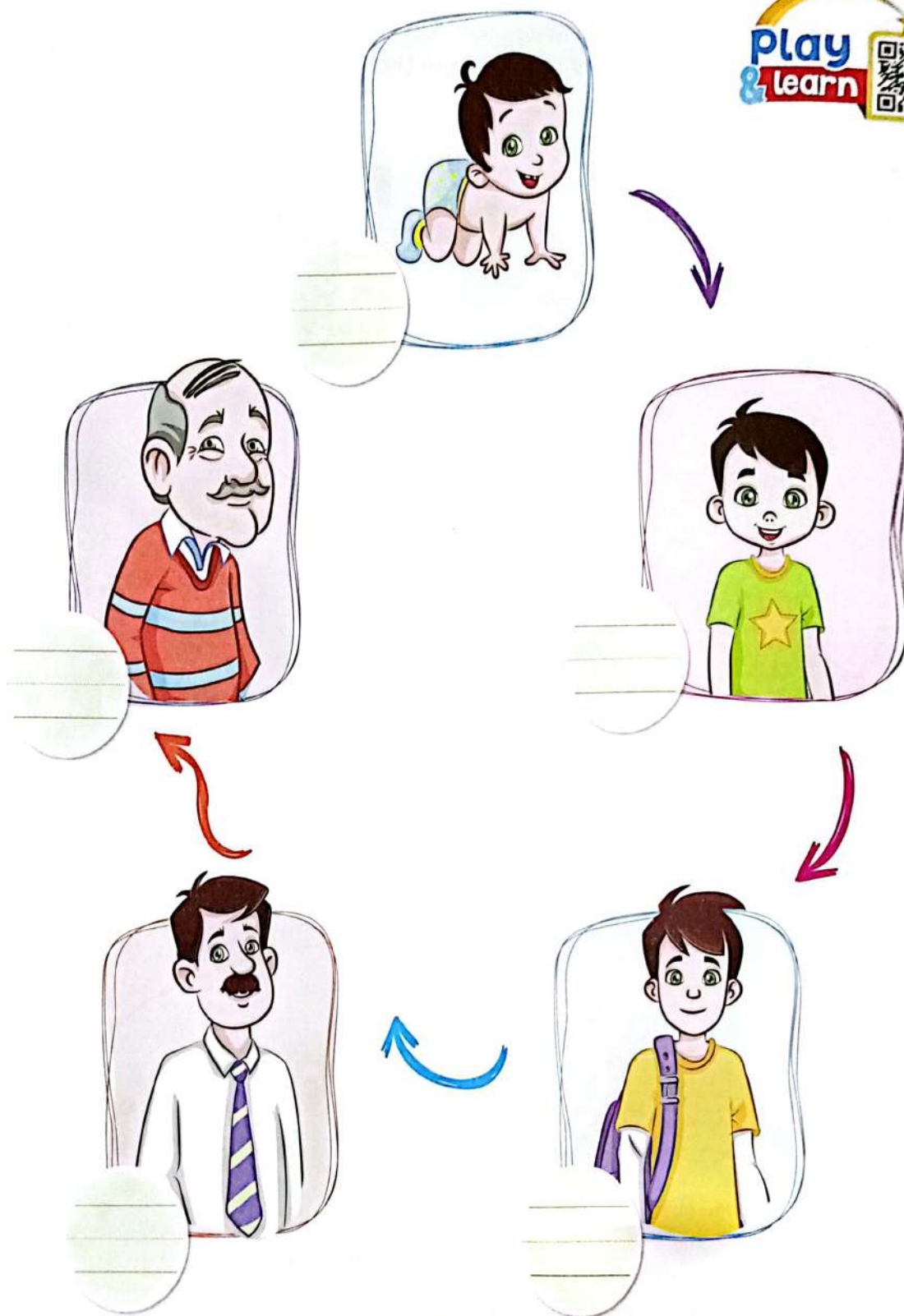
3

4



- Help your child recognize the arrangement of stages of frog and butterfly life cycles.
- **Integration of subjects** : Science (stages of frog and butterfly life cycles) - Math (counting).
- **Life skills** : Good listening – Observation – Set clear goals.

**Activity 2** Write the numbers ( 1, 2, 3, 4, 5 ) beside the pictures to show the life stages of human.



**Notes for parents**

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

# Keeping Clean



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

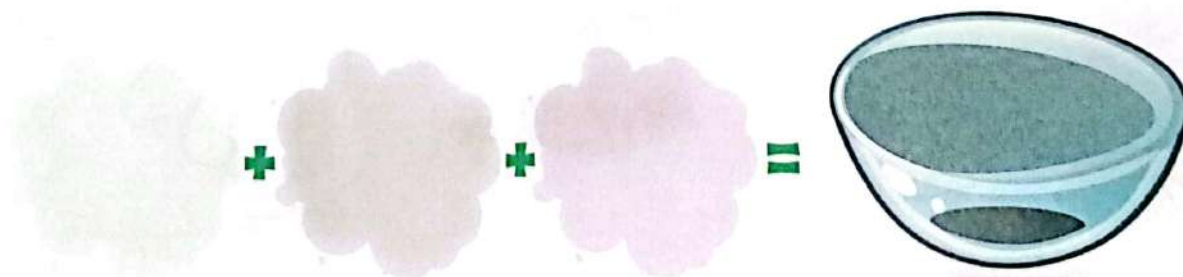
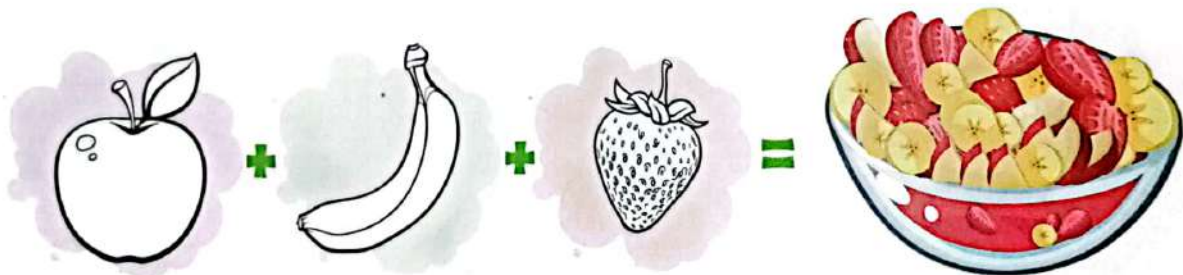
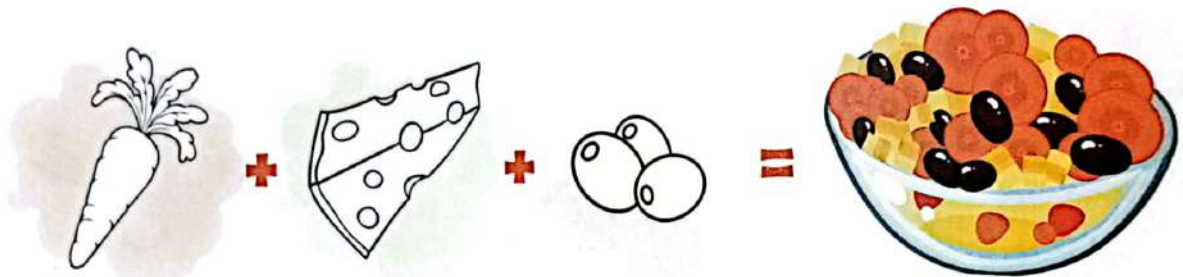
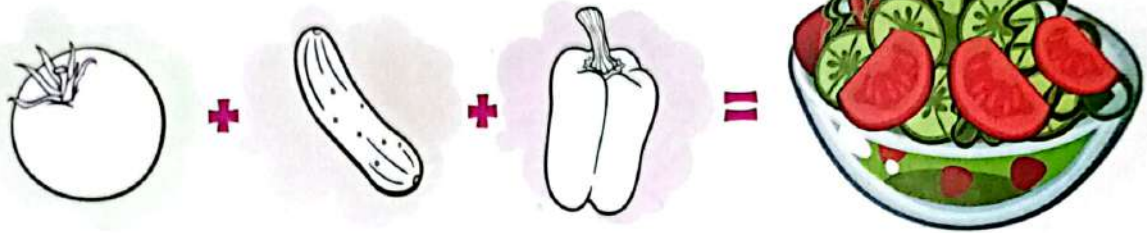


- Train your child on the steps of washing hands.
- Discuss with your child the importance of keeping hands always clean.
- **Integration of subjects** : Economics and applied Science (washing hands) - Art (coloring).
- **Life skills** : Observation – Critical thinking – Collecting data.

# My Salad



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



### Notes for parents

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



# I Have Learned That

★ Living things can...



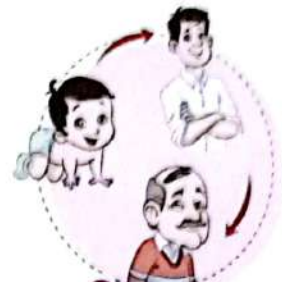
Feed



Move



Breathe



Grow up

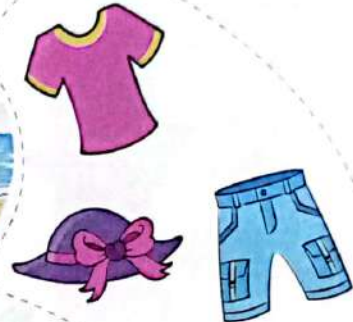
★ Clothes differ between summer and winter.



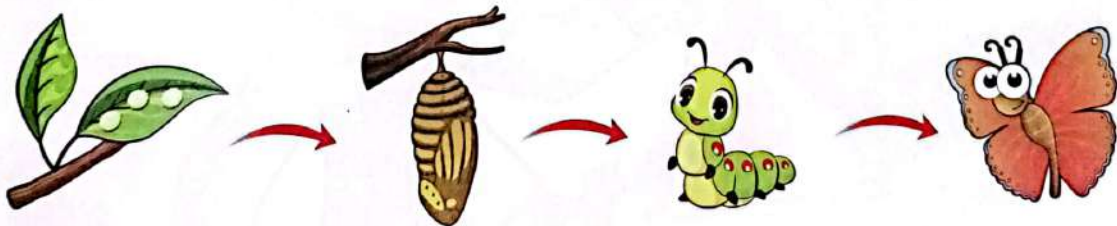
Winter



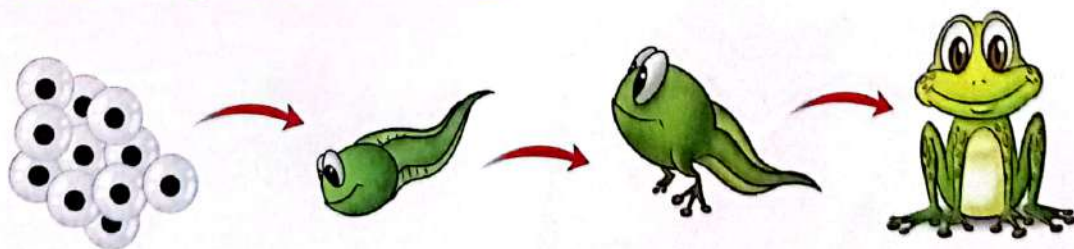
Summer



★ Life stages of the butterfly

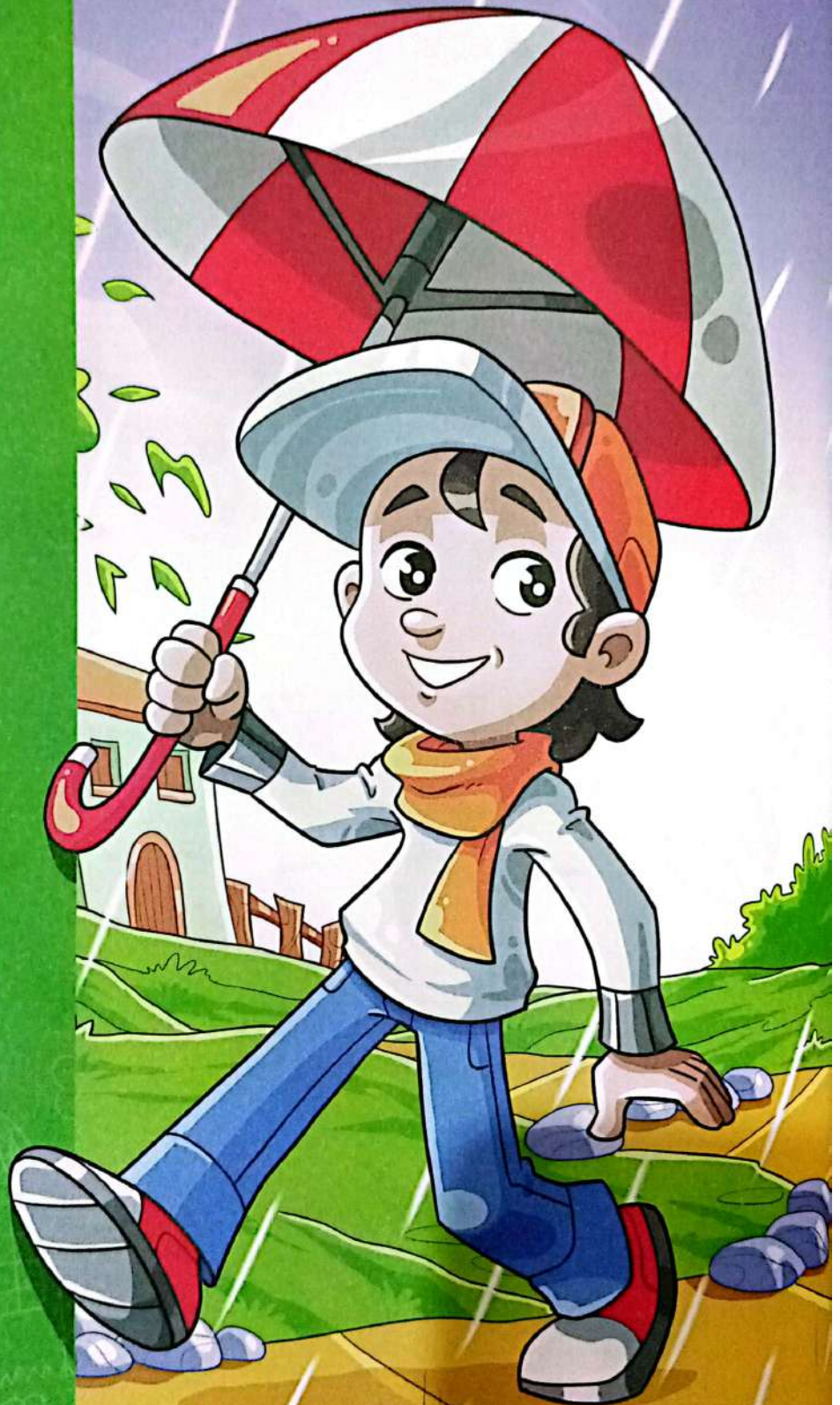


★ Life stages of the frog



# CHAPTER 3

Where Do We Find Water ?



## Learning outcomes

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

- Describe places in the environment as natural features and man-made features.
- Describe rain as a source of water.
- Describe how water is important in our lives.
- Categorize water uses.
- Orally describes picture using complete sentences.
- Identify natural water sources on a map.
- Act out ways water can become polluted.
- Analyze the importance of caring for the environment to keep water clean.

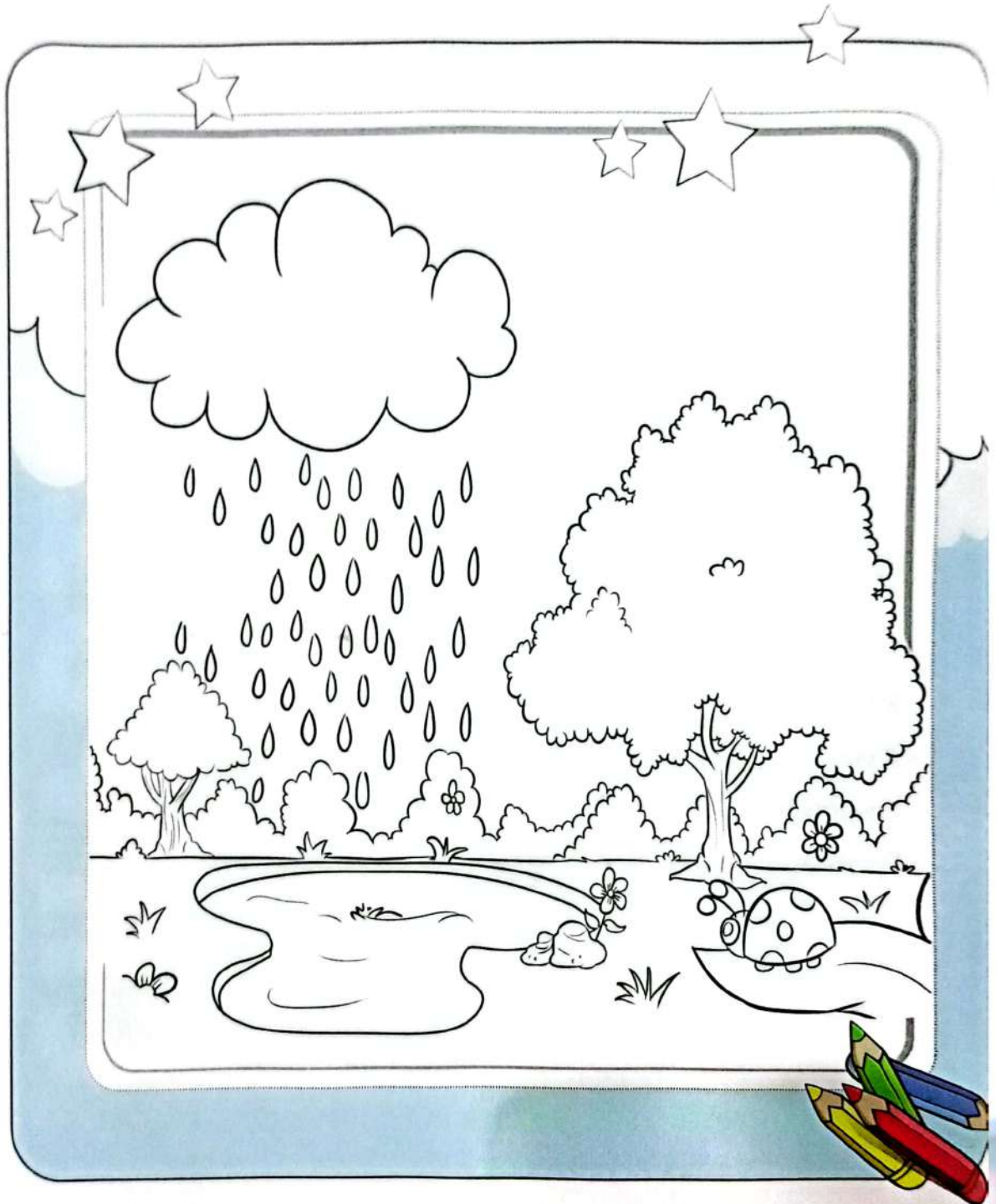
## Key vocabulary

- |                |                 |                     |          |
|----------------|-----------------|---------------------|----------|
| • Water        | • Body of water | • Source            | • Cloud  |
| • Rain         | • Sea           | • Mediterranean sea | • Puddle |
| • River        | • Lake          | • Lake Nasser       | • Map    |
| • Environments | • Polluted      | • Pollution         | • Clean  |
| • Preserve     | • Healthy       |                     |          |

# Rain, Rain, Falling Down



**Activity 1** Color the picture.



Theme 2

### Notes for parents

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

**Activity 2** Trace the words below, then match each word to the suitable picture.

CLOUD



RAIN



PUDDLE



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

# Water Use Sorting



**Activity 1** Match each picture to the suitable group that describes the use of the water in the picture.



Helps me

Helps Plants

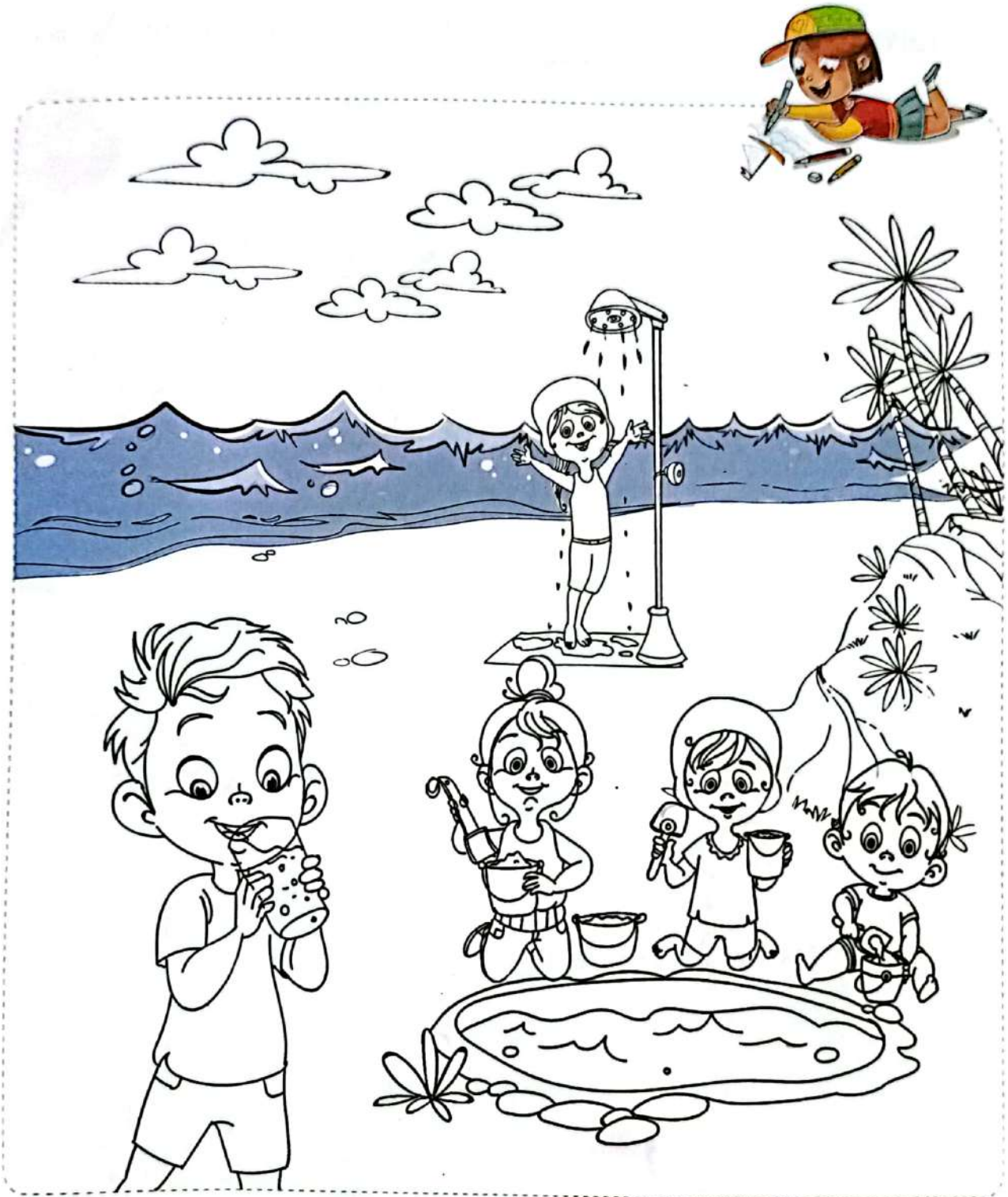
For having fun



## Notes for parents

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

- Activity 2** • Color the picture using your favorite colors.  
• Use the **blue** color only for coloring water.

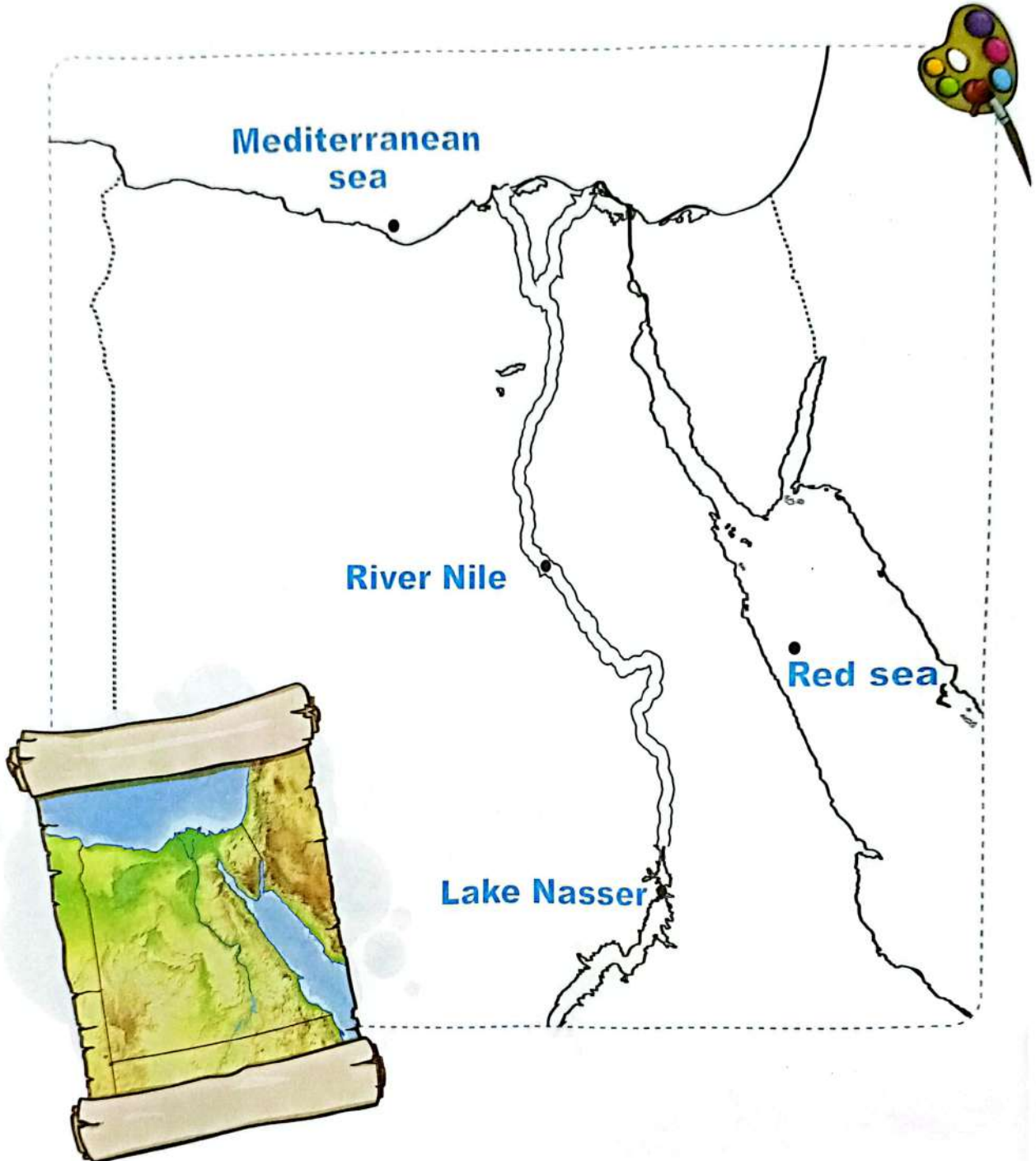


- With your child, discuss what he/she knows about water.
- Help your child to recognize where he/she can find water around him/her.
- **Integration of subjects** : Science (water) - Art (coloring).
- **Life skills** : Observation – Self-expression.

# Map Of Egypt



**Activity 1** Color the bodies of water on the map of Egypt using the helping of the colored map.



## Notes for parents

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



**Activity 2** Trace the words below, then match each word with the suitable picture.



Lake



Sea



River

Help your child to differentiate between the movement of water in the sea, river and lake.

Let your child repeat the following words : "Sea, River and Lake".

**Integration of subjects** : Science (movement of water) - English (repeating some words).

**Life skills** : Observation – Critical thinking.

# Bottles In The River



**Activity 1** Count the bottles that are found in the water of the lake in each picture then write beside each picture the number of bottles.

A boy throws three bottles in the lake



A girl throws two bottles in the same lake



A man picks up one bottle from the same lake



## Notes for parents

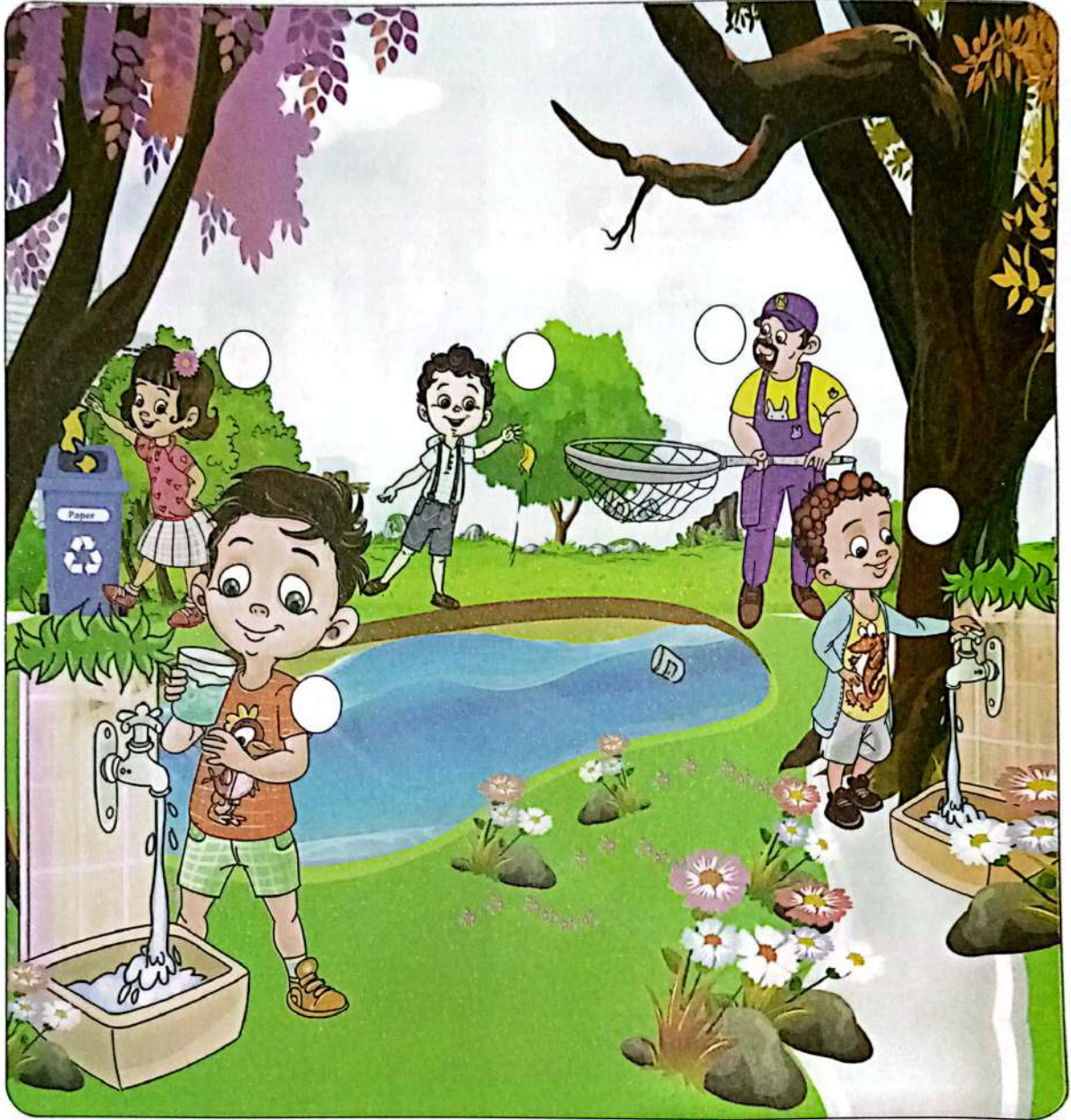
- Help your child to recognize the pollution around him/her.
- Help your child to count the bottles that are still found in the water of the lake in each picture.
- **Integration of subjects** : Math (counting) - Science (pollution) - Social studies (responsibility).
- **Life skills** : Sharing – Problem solving – Observation.

**Activity 2** Color the circles beside the pictures that represent people who behave in a good way towards water in ● and that represent people who pollute water in ●.



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

**Activity 3** Color the circle of the person who acts in a right way towards the environment in ● and who acts in a wrong way towards the environment in ●.



**Notes for parents**

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

# I Have Learned That

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



★ Egypt has different sources of water.



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



# The Gift

## My Puppets.

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



1

Press out all  
the puppets



2

Stick each  
puppet to a  
straw.



3

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

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

# GLOSSARY



# THEME 1

## Who am I ?

### Chapter 1

Circle  
Favorite  
Geometric  
Hear  
Long  
Recognize  
Rectangle  
Self-portrait  
Short  
Smell  
Square  
Taste  
Touch  
Triangle

دائرة  
مفضل  
هندسية  
يسمع  
طويل  
يلاحظ  
مستطيل  
صورة شخصية  
قصير  
بشم  
مربع  
يتذوق  
يلمس  
مثلث

### Chapter 2

Adult  
Count  
Movement  
Tasks

بالغ  
يعد  
حركة  
مهام

### Chapter 3

Behind  
Classify / sort  
Cleaner  
Far  
Hard  
In front of  
Inside  
Information  
Job  
Near  
Outside  
Rough  
Rubbing  
School doctor  
Secretary  
Smooth  
Soft  
Texture  
Tools

خلف  
يرتب / يصنف  
عامل نظافة  
بعيد  
صلب / جامد  
أمام  
داخل  
معلومات  
مهنة  
قريب  
خارج  
خشن  
ذلك  
طبيب المدرسة  
سكرتيرة  
ناعم  
لين  
خامة  
أدوات

# THEME 2

## The World Around Me

### Chapter 1

Breakfast  
Characteristics  
Cooking  
Daily routine  
Desert  
Dinner  
Driving  
Feeding  
Forest  
Habitat  
Observation  
Take care

الإفطار  
صفات  
الطبخ  
الروتين اليومي  
صحراء  
العشاء  
قيادة  
تغذية / إطعام  
غابة  
موطن  
الملاحظة  
يعتنى به

### Chapter 2

Breathe  
Feed  
Grow up  
Living things  
Life stages  
Man-made  
Map  
Natural  
Non-living things  
Salad  
Seasons

يتنفس  
يتغذى  
ينمو  
أشياء حية  
مراحل حياة  
صناعي / من صنع الإنسان  
خريطة  
طبيعي  
أشياء غير حية  
سلطة  
فصول السنة

### Chapter 3

Bottle  
Clouds  
Lake Nasser  
Mediterranean sea  
Pick up  
Puddle  
Rain  
Red sea  
Responsible  
River Nile  
Source  
Throw

زجاجة  
السحاب  
بحيرة ناصر  
البحر المتوسط  
يلتقط  
بركة ماء  
المطر  
البحر الأحمر  
مستول  
نهر النيل  
مصدر  
يلقى