



# PRIMARY I DISCOVER

TERM 2



**FINAL**

## FOREWORD

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system starting in September 2018 with KG1, KG2 and Primary 1 continuing to be rolled out year after year until 2030. We are transforming the way in which students learn to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine.

MOETE is very proud to present this new series of textbooks, Discover, with the accompanying digital learning materials that captures its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own "Center for Curriculum and Instructional Materials Development" (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to "Discovery Education," "Nahdet Masr," "Longman Egypt," UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counselors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah el-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the ministries of higher education & scientific research, Culture, and Youth & Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developing countries and to ensure a great future to all of its citizens.

**FINAL**

## WORDS FROM THE MINISTER OF EDUCATION & TECHNICAL EDUCATION

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

**Dr. Tarek Galal Shawki**  
**Minister of Education & Technical Education**

**FINAL**



NAME: \_\_\_\_\_

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# WELCOME TO DISCOVER!

Welcome to Discover! We are pleased to provide students across the country with new learning materials to support the new way of learning. This book is provided to each student to accompany the multidisciplinary instruction Primary 1 classes. It is an important tool that helps promote student learning, curiosity, and discovery of the world.

The goal of our new education system is to provide students with the knowledge and skills to develop themselves into citizens who can Learn to Know, Learn to Do, Learn to Be, and Learn to Live Together. Through these new learning materials and the multidisciplinary instructions taught by teachers, students will begin to DISCOVER themselves, the world around them, the way the world works, as well as be able to express themselves and their ideas.

In this book, students may be asked to draw, write, color, or explain. Teachers will use the printed instructions found throughout this book along with expanded instruction in their classrooms. Students share their work and progress with partners in the classroom, with family members, or with other members of the community. This book is to be used as a tool to promote student understanding, engagement, and excitement about learning.

We hope you enjoy this new learning experience.



# HOW GOODS ARE MADE AROUND THE WORLD

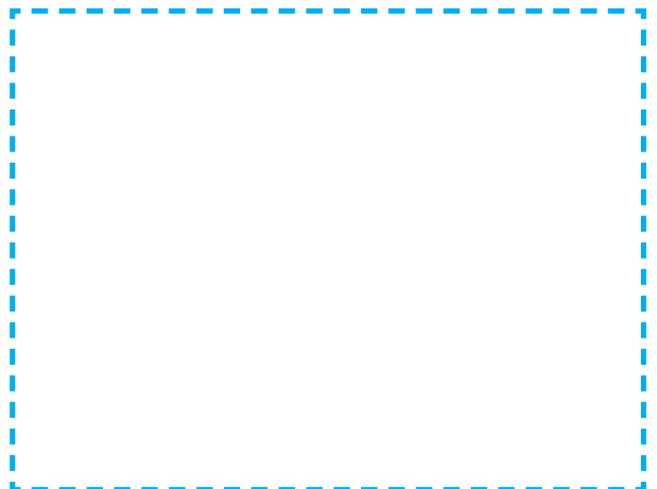
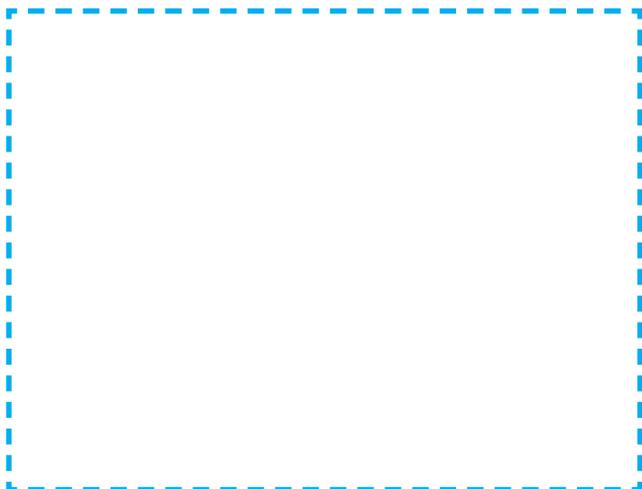
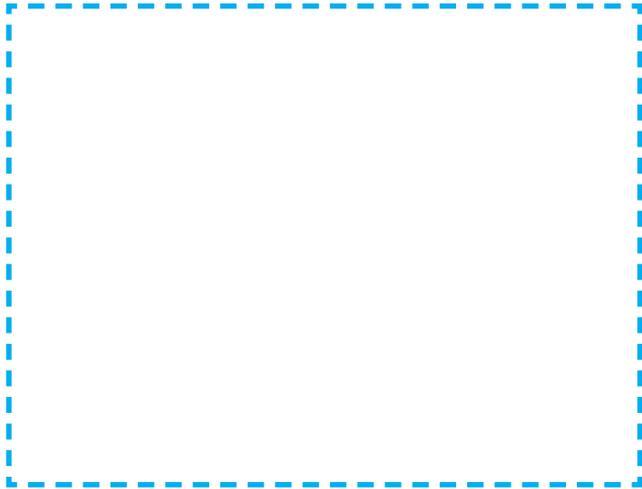


**FINAL**



# THINGS THAT MAKE ME HAPPY

Draw and color five pictures of things that make you happy in each box. Cut out each box.



**FINAL**



# NEEDS OR WANTS?

Trace each label on the chart below.

Sort the things that make you happy into the correct columns.

NEEDS

WANTS

FINAL





# PENCILS

Use your pencil to answer each question.



I think that my pencil came from:

My partner thinks the pencil came from:

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

My pencil is made from:

FINAL

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And those materials came from:

--	--	--

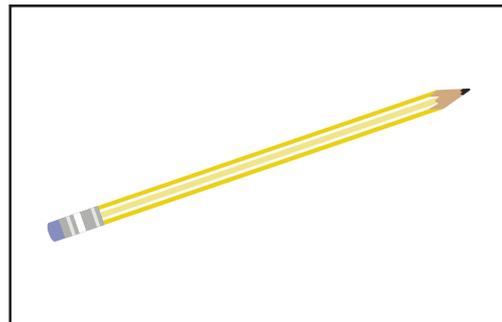
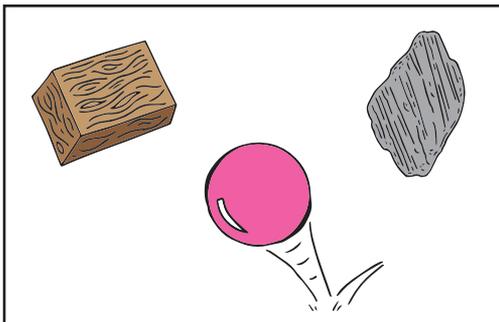
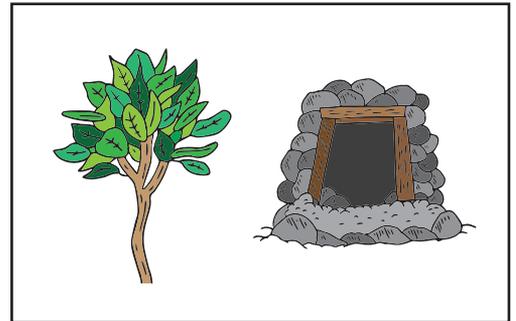
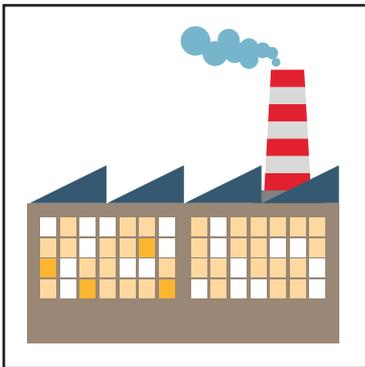


# HOW A PENCIL IS MADE

Draw a line from each picture to the correct number to put the steps of making a pencil in order.



FINAL





# TYPES OF GOODS

Write each item from the list on the board under the correct type of good.



CLOTHING

Handwriting practice lines for the 'CLOTHING' category, consisting of four sets of blue top and bottom lines with a dashed pink middle line.



FOOD

Handwriting practice lines for the 'FOOD' category, consisting of four sets of blue top and bottom lines with a dashed pink middle line. A large red 'FINAL' watermark is overlaid diagonally across the lines.



TOYS

Handwriting practice lines for the 'TOYS' category, consisting of four sets of blue top and bottom lines with a dashed pink middle line.



HYGIENE

Handwriting practice lines for the 'HYGIENE' category, consisting of four sets of blue top and bottom lines with a dashed pink middle line.



# STORES AND MARKETPLACES

Write each item from the list on the board under the place where you can buy it.



GROCERY STORE

Handwriting practice lines for Grocery Store



PHARMACY

Handwriting practice lines for Pharmacy

FINAL



BOOKSTORE

Handwriting practice lines for Bookstore



MARKET

Handwriting practice lines for Market

By Gyan Bahadur Khattri - Wikimedia Commons

By High Contrast - Wikimedia Commons

By Taihiva Idosow - Wikimedia Commons

By Omar Atallah - Wikimedia Commons



## MY DAILY NEED

Fill in the blanks to show your learning.

One good that I use every day is \_\_\_\_\_ .

I guess that my \_\_\_\_\_ is made out of \_\_\_\_\_ .

It is a \_\_\_\_\_ type of good.

(clothing / food / toy / grooming)

I can buy my good at \_\_\_\_\_ .

(grocery store / pharmacy / bookstore / market)

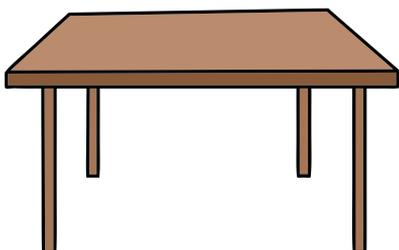
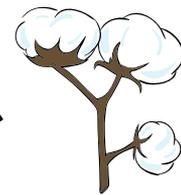
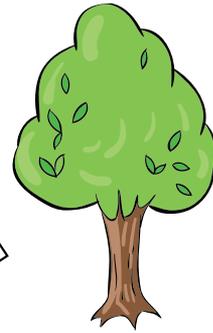
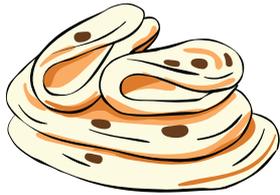
Here is a drawing of my good:





# MATERIALS MAZE

Follow each maze from the good to the resource used to make it.

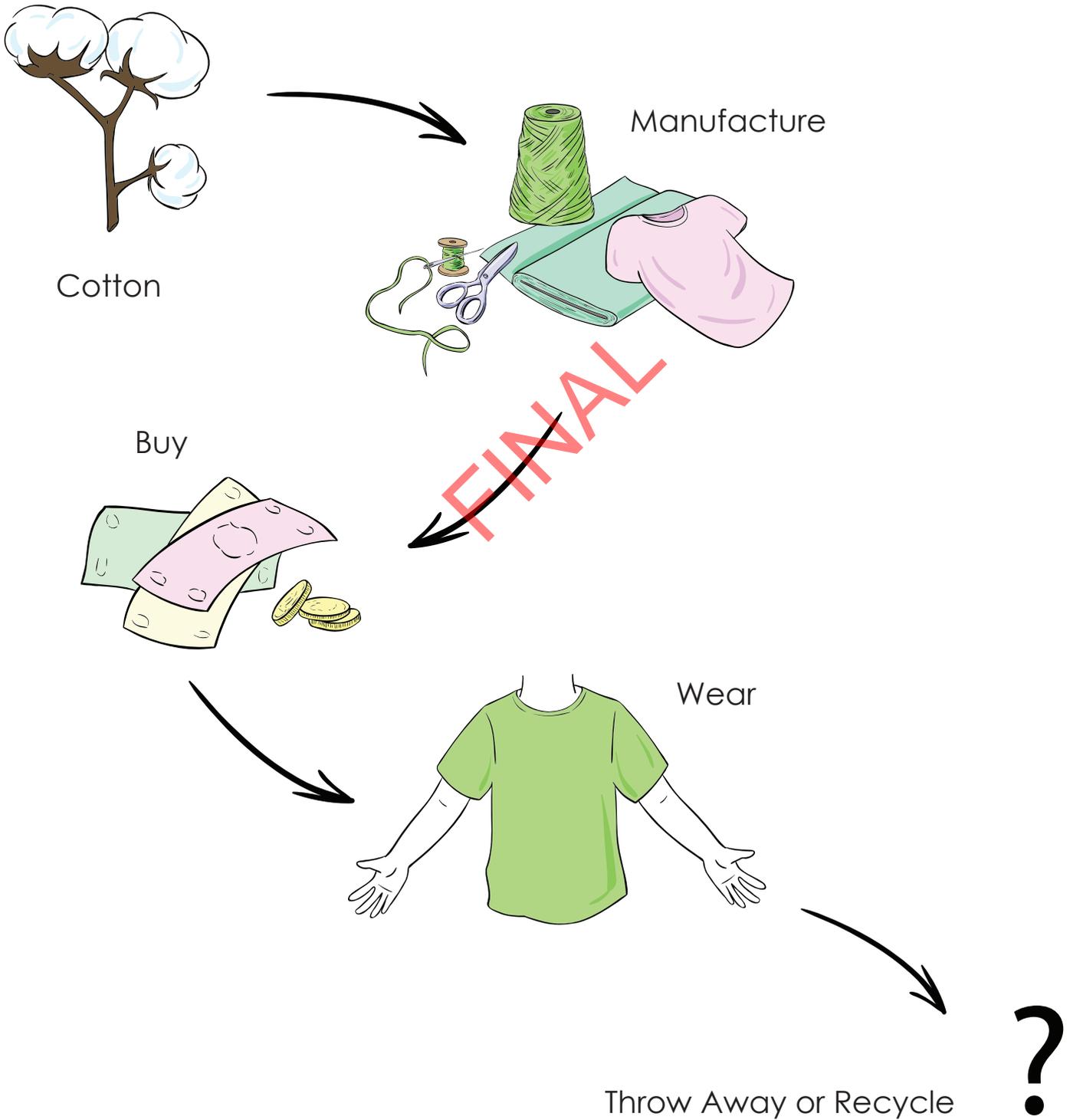


FINAL



## LIFE CYCLE OF A PRODUCT

Study the diagram below to learn the stages in creating clothing. Say each word out loud as you read it.





# THROW AWAY OR RECYCLE CLOTHING?

Draw and color a picture of what happens when you throw away and recycle clothing.

When I Throw Away Clothes:

When I Recycle Clothes:

FINAL



Decide if it is better to throw away or recycle your old clothing, and write a sentence explaining why.

It is better to THROW AWAY / RECYCLE my old clothing because



## TECHNOLOGY AND THE T-SHIRT

Read the text below to learn how technology helps people make clothing more easily.



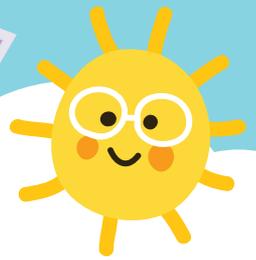
T-shirts are made from cotton. Cotton grows on plants in fields. A person needs to pick each ball of cotton from the plants.



There is a machine that can help. The machine is called a cotton harvesting machine.



The first step to turn cotton into cloth is to separate it from the seeds. There is a machine that can help. The machine is called a cotton gin .



## TECHNOLOGY AND THE T-SHIRT

Read the text below to learn how technology helps people make clothing more easily.



The second step to turn cotton into cloth is to spin it into yarn. Yarn is then woven into fabric. There is a machine that can help. The machine is called a loom .



To turn fabric into a T-shirt, the fabric is cut to the correct size and shape. The fabric is then sewn together. There is a machine that can help. The machine is called a sewing machine.



## TECHNOLOGY IN MY DAY

Draw a picture of a technology you use to help you live, work, and play. Then, write what that technology helps you do.

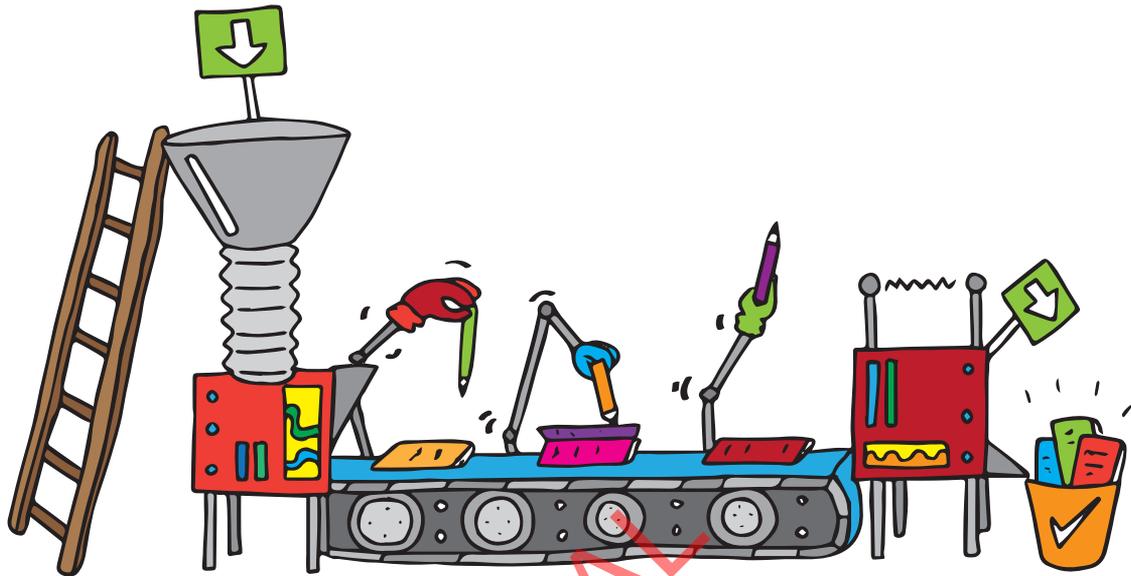
	TECHNOLOGY:	HELPS ME TO:
LIVE		<hr/> <hr style="border-top: 1px dashed #e91e63;"/> <hr/> <hr/> <hr style="border-top: 1px dashed #e91e63;"/> <hr/>
WORK		<hr/> <hr style="border-top: 1px dashed #e91e63;"/> <hr/> <hr/> <hr style="border-top: 1px dashed #e91e63;"/> <hr/>
PLAY		<hr/> <hr style="border-top: 1px dashed #e91e63;"/> <hr/> <hr/> <hr style="border-top: 1px dashed #e91e63;"/> <hr/>

FINAL



## THE HOMEWORK MACHINE

Read the story below about Samir's invention.



Samir loves to play football. He plays football every night. He plays football all day when he does not have school. When Samir has homework, he cannot play football.

"I wish I did not have homework," Samir thinks. "Then I could play football all the time." Samir has an idea. He will invent a machine to do his homework. Then he can play more football.

Samir uses his imagination. He draws a picture of the homework machine. He makes a list of what the homework machine can do.

Then he asks his friend for help. Samir is ready to build his invention. Now he can play more football.



## MY INVENTION

Write down something you or your family needs help doing more easily. Then, write down your idea for a machine or equipment that you can invent to help.

---

---

We need help with: 

---

---

---

This technology could help: 

---



Draw and color a picture of what your invention would look like.

FINAL



# MY INVENTION CAN HELP

Write or draw a list of what your invention will do.

Handwriting practice area with multiple sets of blue top and bottom lines and a pink dashed middle line.

FINAL





## MY FRIEND CAN HELP

Write down one question your friend has about your invention.

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---



In the box, write or draw how you can change your invention to answer your friend's question.

FINAL

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# APPLIANCES

In each box, complete the drawing of an appliance. Then, match each appliance with the correct action.

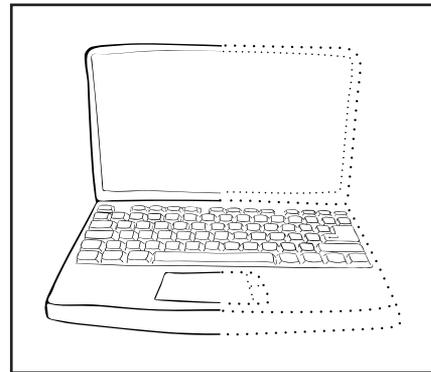
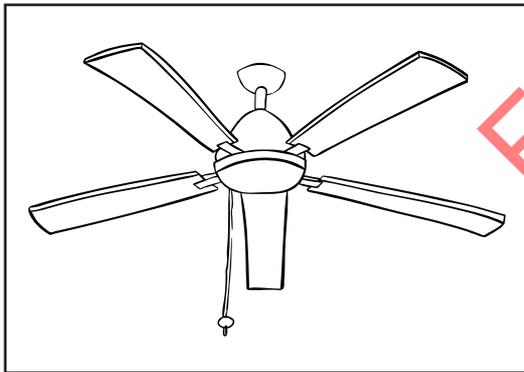
Cool the air

Heat up food

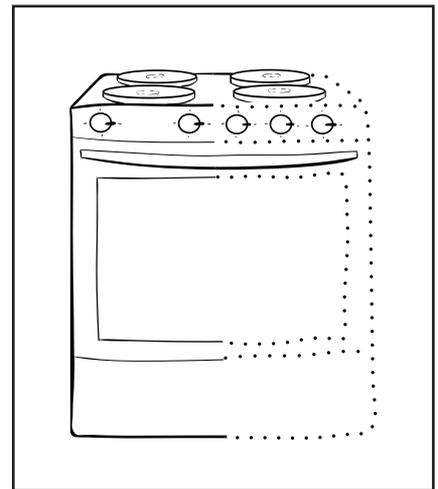
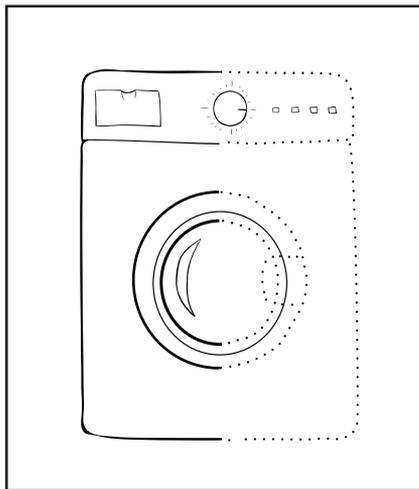
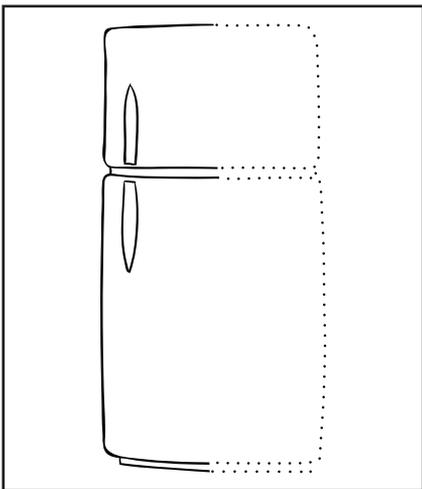
Clean clothes

Keep food cold

Find information



FINAL





## CONSERVING WATER

Study the home below. Circle places where you could do something to help conserve water.



FINAL



# WATER PLEDGE

Complete the pledge below. Draw a picture to show your promise.

**I PLEDGE TO CONSERVE WATER AT HOME. I WILL DO THIS BY:**

Handwriting practice area with four sets of lines: a solid blue top line, a dashed pink middle line, and a solid blue bottom line.

FINAL

This is how I can conserve water at home:

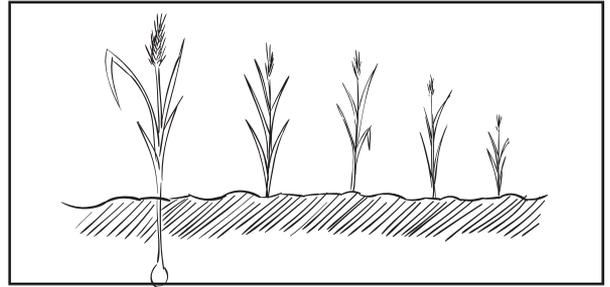
Large empty rectangular box for drawing a picture to show how to conserve water at home.



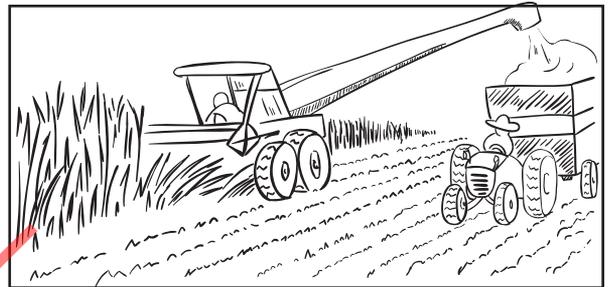
## TURNING WHEAT INTO BREAD

Read the story about how wheat becomes bread.

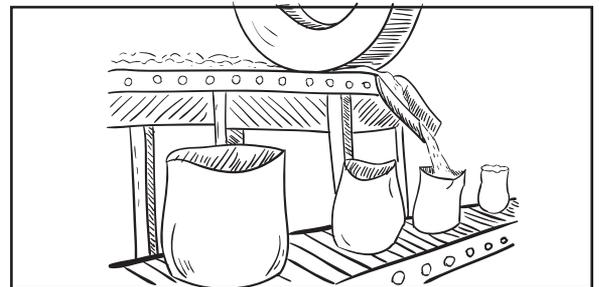
Farmer Adel has a wheat field. Each season, he plants seeds and waits for his wheat to grow.



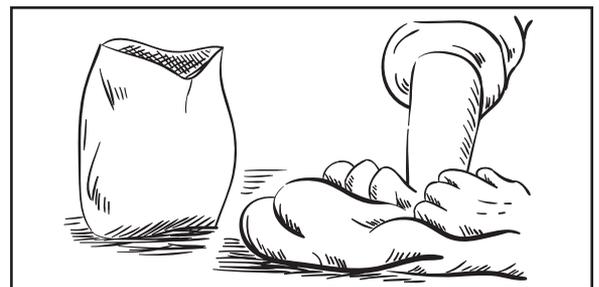
After Farmer Adel's wheat is grown, he uses his tractor to harvest the wheat.



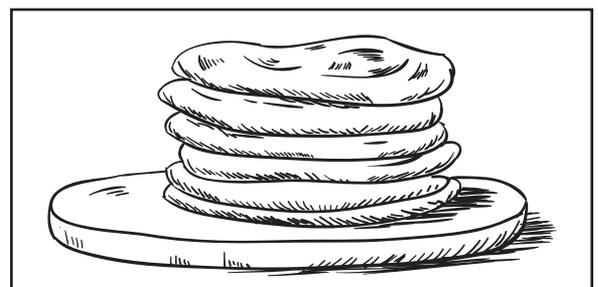
Farmer Adel sends his wheat to a factory to make flour.



Baker Hani uses the flour to make bread. He sells the bread in his shop.



People buy the bread from the bakery to eat it with supper.

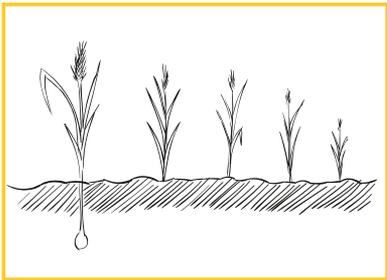




# THE LIFE CYCLE OF BREAD

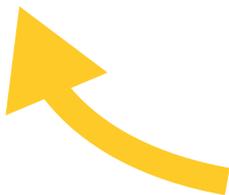
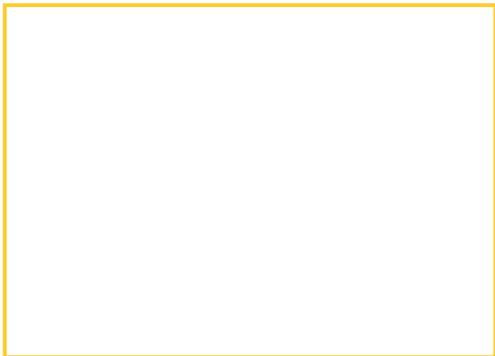
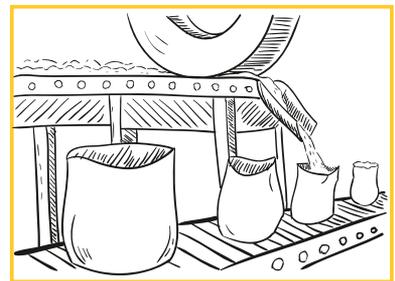
Draw the missing stages to complete the life cycle of bread.

**START**



**FINISH**

**FINAL**



**FINAL**

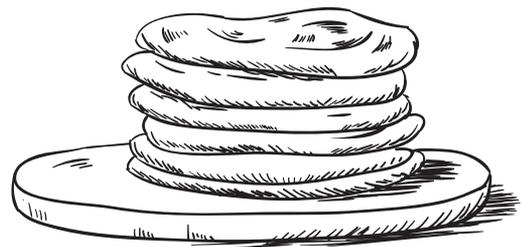


# THANK-YOU CARD

Fill in the card below to thank a baker in your community and invite him or her to your classroom celebration.

FINAL

Handwriting practice area with blue solid lines, pink dashed midlines, and a blue dashed outer border.



Cut out your thank-you card. Your teacher will deliver it to a baker in your community.

**FINAL**



## BREAD IN A BAG

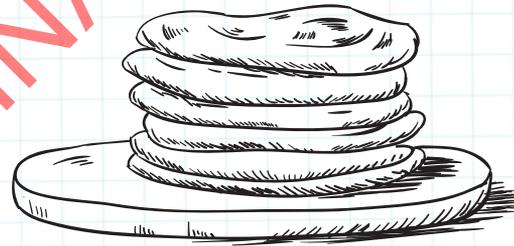
This is the recipe we will use to make our bread dough. Later, you can share it with your family to make bread at home.

### Ingredients:

- 240g of Flour
- 5ml of Salt
- 180ml of Milk
- 15ml of Olive Oil
- Large Plastic Bags
- Baking Sheet
- Parchment Paper

### Instructions

FINAL



- Mix flour and salt together in the bag.
- Add milk and oil to bag.
- Zip bag closed, and squeeze bag until all ingredients are mixed and smooth.
- Lightly flour the table. Dump dough out and knead for 10–15 minutes.
- Divide dough into 4 equal pieces.
- Use rolling pin to roll each piece flat. Place pieces on baking sheet lined with parchment paper.
- Bake for 8–10 minutes in the oven.



## BREAD IS GOOD

Draw and color a picture of you or your family enjoying bread. Complete the sentence below the picture.



FINAL

Bread is good because \_\_\_\_\_.

# HOW BUSINESS WORKS



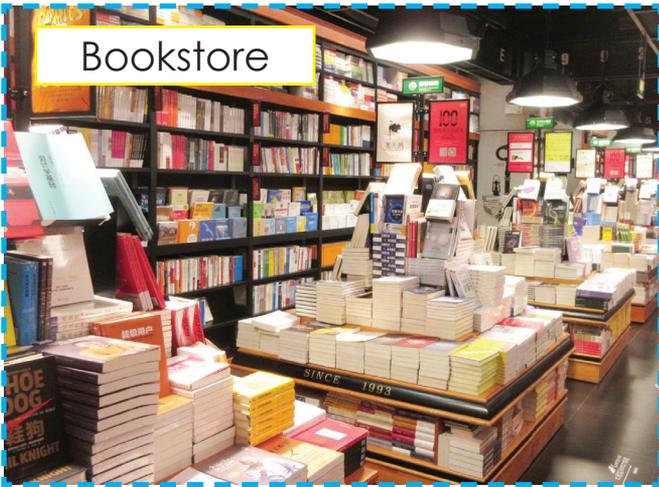
**FINAL**



# COMMUNITY BUSINESSES

Cut out each business.

By Tahiva Iadsiow - Wikimedia Commons



Bookstore



Restaurant



Barbershop



Grocery Store

By Gyan Bahadur Khattri - Wikimedia Commons

By Simplex2 - Wikimedia Commons



Hotel



Souvenir Store

By Mmelouk - Wikimedia Commons

**FINAL**



# GOODS AND SERVICES

Draw a business that sells goods. Draw a business that sells a service. Complete the sentences.



A \_\_\_\_\_ sells **goods** like

FINAL



A \_\_\_\_\_ sells **service** of



## AT WORK

Read the text below. Underline the **PLACE** in blue. Underline the **JOB** in green. Underline the **TOOLS** in orange.

This is a meat market. A butcher works at the meat market. The butcher cuts the meat with a knife. The butcher uses a scale to weigh the meat.



This is a bank. A teller works at the bank. The teller adds up money with a calculator. The teller types amounts of money into the computer.

This is a bakery. A baker works at the bakery. The baker uses a mixer to mix the ingredients. The baker puts the bread in the oven to cook.



This is a garage. A mechanic works at the garage. The mechanic changes a tire with a wrench. The mechanic uses a funnel to change the oil.



# MIXED UP WORK

Match the job with the correct place and tools.

## PLACE

## JOB

## TOOL





## MY COMMUNITY BUSINESS

Complete the sentences to describe the business you drew.

\_\_\_\_\_

-----

In my community, there is a \_\_\_\_\_ .

\_\_\_\_\_

-----

A \_\_\_\_\_ works here.

\_\_\_\_\_

-----

They use \_\_\_\_\_ and \_\_\_\_\_ .

FINAL

Large empty rectangular box for drawing.



## "LIVING THINGS" SONG

### 🌸 LIVING THINGS 🌸

Living things all grow and change, grow and change,  
grow and change

Living things all grow and change  
Non-living things do not.

Living things need food and water, food and water,  
food and water

Living things need food and water  
Non-living things do not.

Living things need air to breathe, air to breathe,  
air to breathe

Living things need air to breathe  
Non-living things do not.

Living things move on their own, on their own,  
on their own

Living things move on their own  
Non-living things do not.

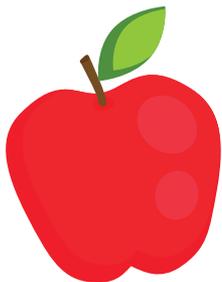
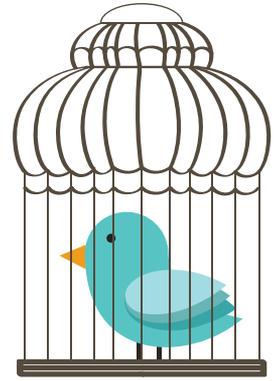


## LIVING OR NON-LIVING GOODS

Use your pencil to circle the goods that are living. Put an "X" through the goods that are non-living.



FINAL





# MAN-MADE

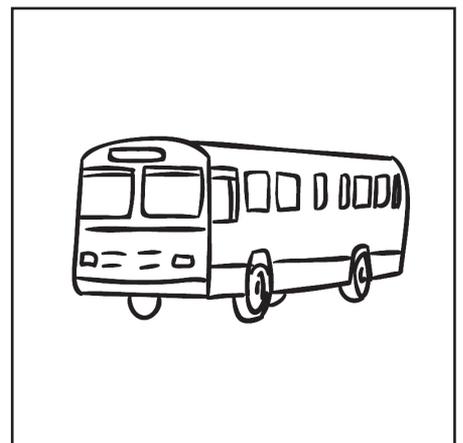
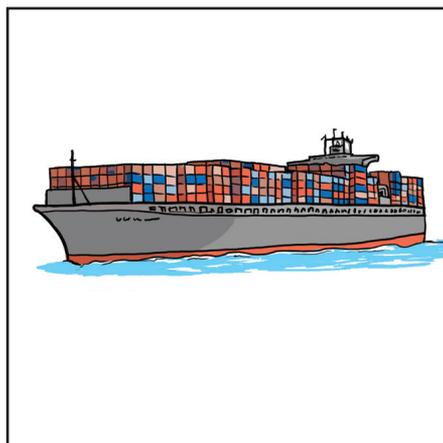
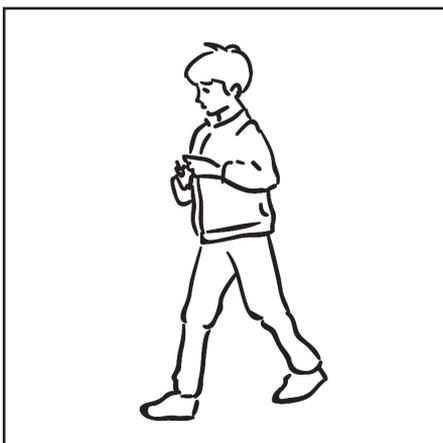
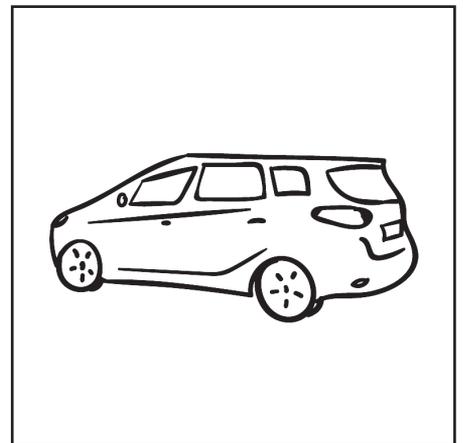
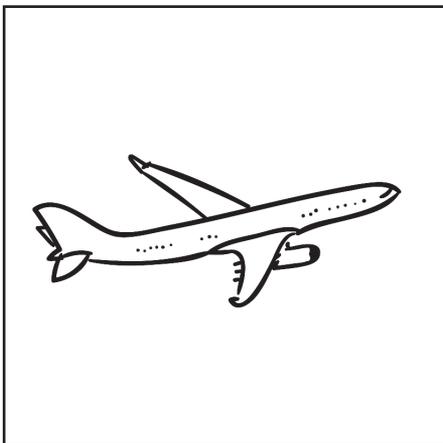
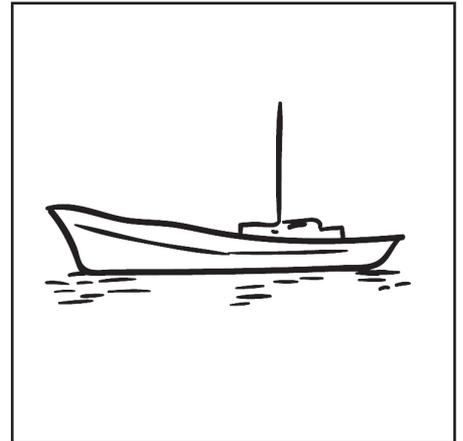
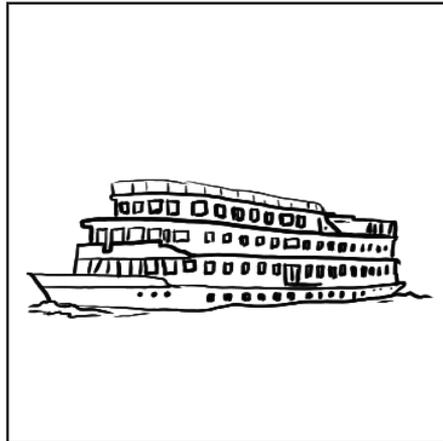
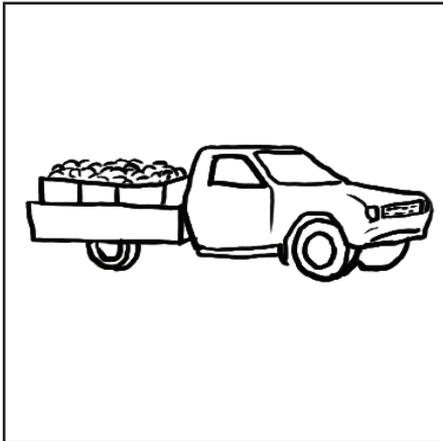
Look at the picture below. Circle the things that are man-made.





## TYPES OF TRANSPORTATION

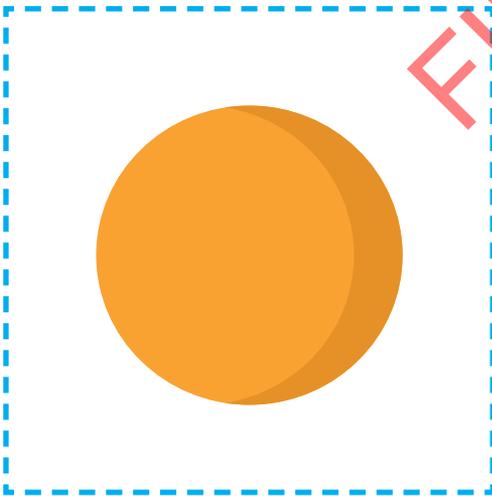
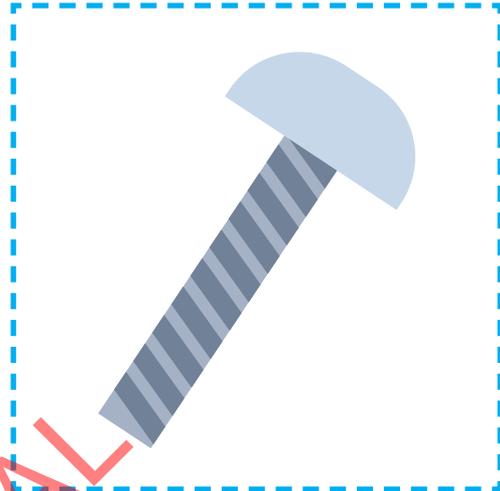
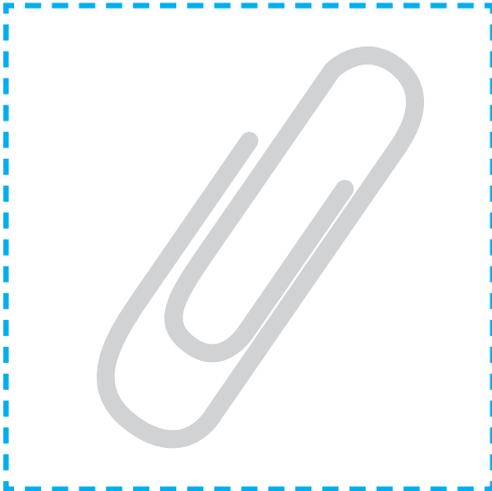
Use your crayons to color the pictures of the types of transportation that would be used to move goods.





# MAGNET INVESTIGATION

Use your scissors to cut out each item from your investigation box.



FINALLY



**FINAL**



## DOES IT ATTRACT?

Test each item in your investigation box using your magnet. If the item sticks to the magnet, glue the picture in the "YES" column. If the item does not stick to the magnet, glue the picture in the "NO" column.

YES	NO

FINAL



Complete the definition of "magnet."

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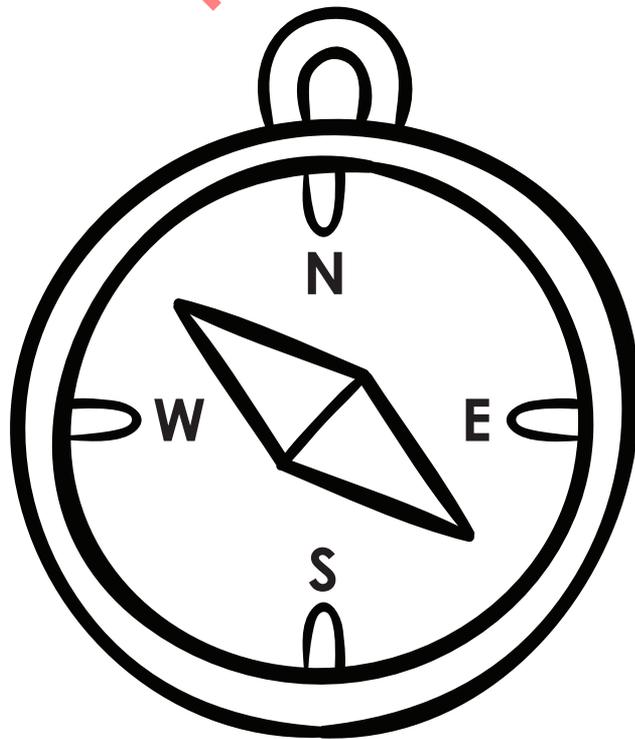
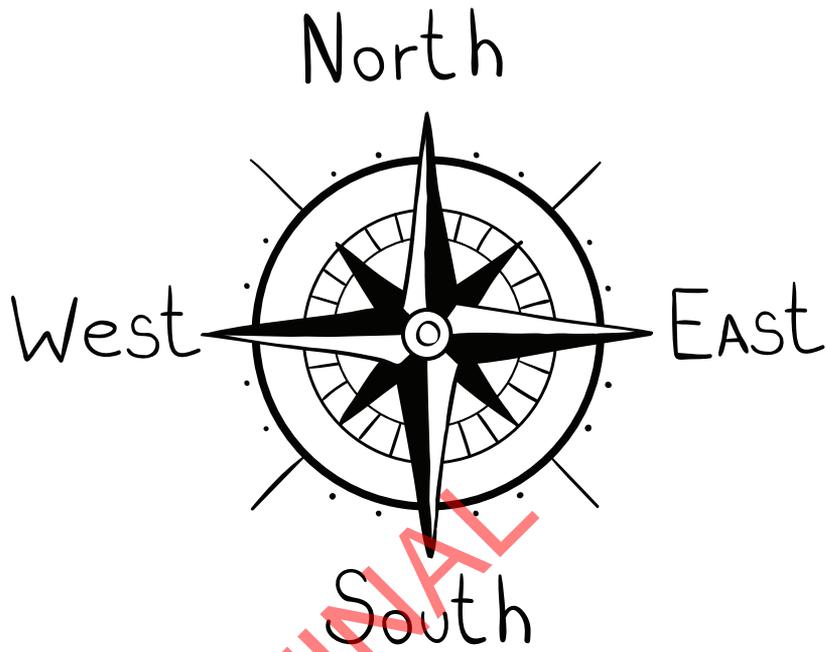
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A magnet \_\_\_\_\_ .



# COMPASS

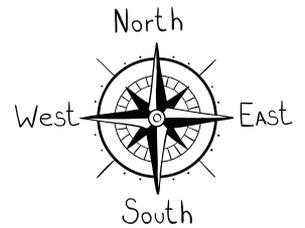
Compare the pictures.





# HOW THE SUN MOVES

Use your pencil to draw the sun rising. Then, draw an arrow showing the direction the sun will travel throughout the day.



# FINAL





# A TOURIST FOR A DAY

Imagine you are a tourist in town for a day. Write a business you will visit at each time shown on the clocks.

School



By Kamal Osama Elgazzar - Wikimedia Commons

Bakery



Restaurant



Souvenir Store



Auto Garage



By Mmelouk - Wikimedia Commons

Hotel

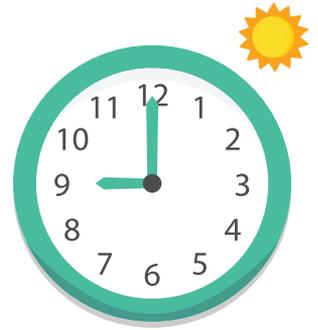


By Simplex2 - Wikimedia Commons

Museum



By Diego Delso - Wikimedia Commons



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

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\_\_\_\_\_



\_\_\_\_\_

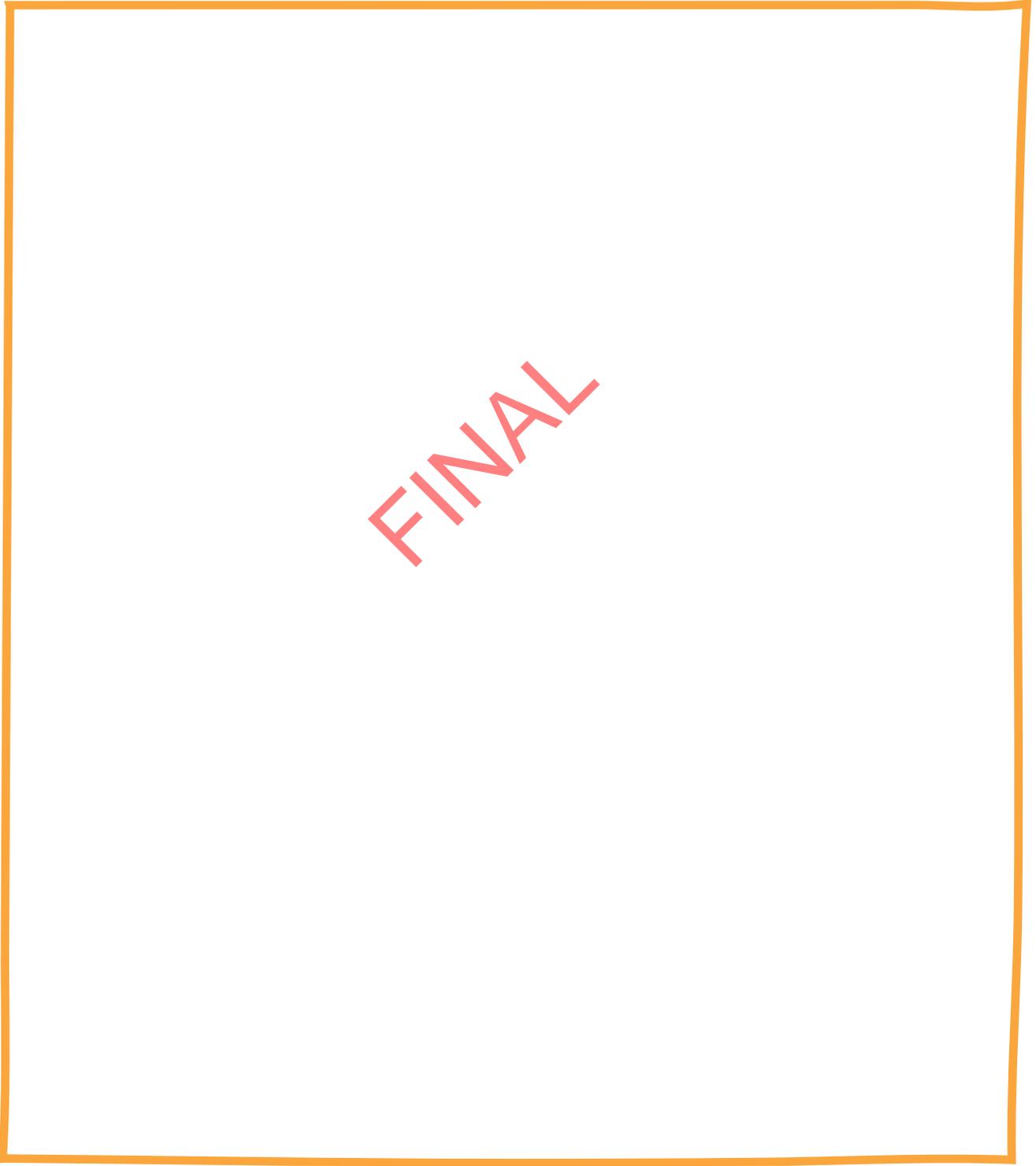
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\_\_\_\_\_



# COLLAGE

Cut and paste images to create a collage.

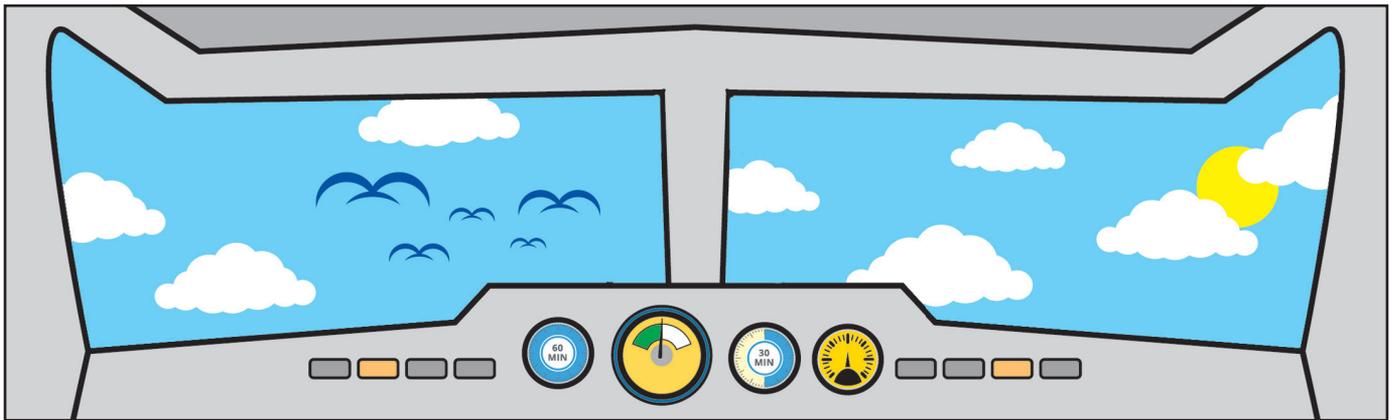


FINAL

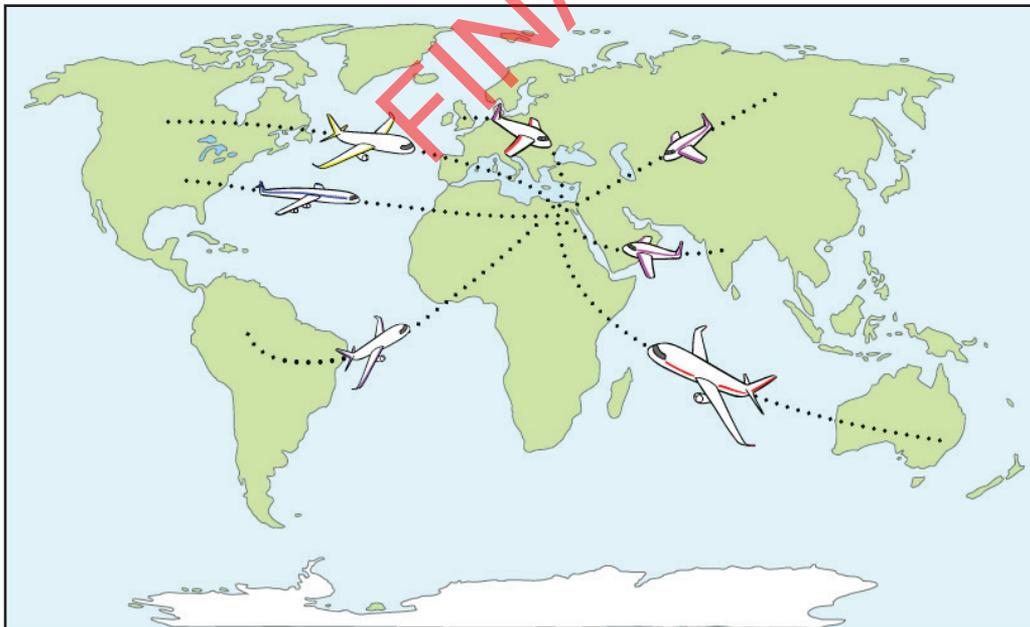


## DESTINATION EGYPT

Imagine you are a tourist flying to Egypt on a vacation. Answer the question. Complete the statement.



Where did you begin your flight? Circle a country. Trace the flight path.



\_\_\_\_\_

\_\_\_\_\_

I am excited to visit Egypt because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# COMMUNITY TOUR

Read the comments below. Then write three more comments. Cut out each box. Place each comment on the business or landmark you think deserves it most.

Delicious food.

Great service.

My favorite place.

Wonderful store.

I love what I bought here.

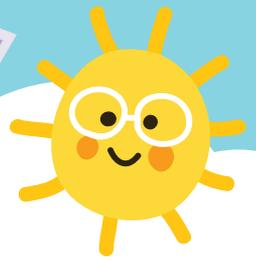
FINAL

Blank writing box with four horizontal lines (top and bottom solid, middle two dashed).

Blank writing box with four horizontal lines (top and bottom solid, middle two dashed).

Blank writing box with four horizontal lines (top and bottom solid, middle two dashed).

**FINAL**



# LETTER HOME

Write a letter to a friend at home. Tell your friend about your vacation. Fill in the blanks to complete the letter.

\_\_\_\_\_

\_\_\_\_\_

Dear \_\_\_\_\_ ,  
(name of friend)

We just visited Egypt.  
We saw many businesses and landmarks.

\_\_\_\_\_

My favorite place was \_\_\_\_\_ .  
\_\_\_\_\_

I bought a \_\_\_\_\_ at a \_\_\_\_\_ store.  
\_\_\_\_\_

The food was delicious at \_\_\_\_\_ .

Wish you were here too.

Sincerely,  
\_\_\_\_\_  
\_\_\_\_\_  
(your name)

**FINAL**

# BUYING, SELLING, AND SAVING



FINAL



# PERSONAL HYGIENE

Look at the pictures. Use the Word Bank to write the names of tools used on the lines. Some answers may be used more than once.



Four sets of handwriting lines (top blue, middle dashed pink, bottom blue) for writing answers to the first image.

Four sets of handwriting lines (top blue, middle dashed pink, bottom blue) for writing answers to the second image.

Four sets of handwriting lines (top blue, middle dashed pink, bottom blue) for writing answers to the third image.

FINAL



Four sets of handwriting lines (top blue, middle dashed pink, bottom blue) for writing answers to the shower image.

Toothbrush

Soap

Shampoo

Toothpaste

Towel

Comb



## CONSERVE WATER

Sing the song. Underline ways to conserve water.

Conserve water every day,

Every day, every day.

Conserve water every day,

Please do not waste it.

Turn it off when not in use,

Not in use, not in use.

Turn it off when not in use,

Please do not waste it.

Shorter showers save water,

Save water, save water.

Shorter showers save water,

Please do not waste it.

Tell adults about a leak,

About a leak, about a leak.

Tell adults about a leak,

Please do not waste it.

Conserve water every day,

Every day, every day.

Conserve water every day,

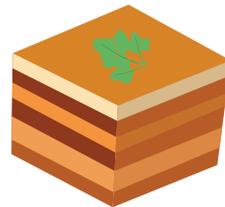
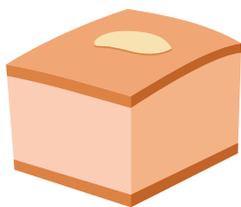
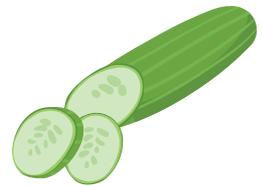
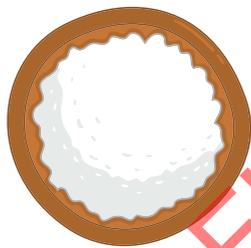
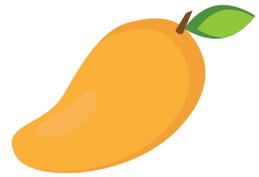
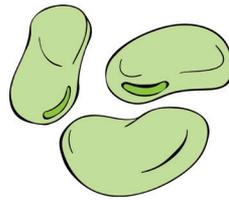
Please do not waste it.





# DAILY DIET

Circle the healthy foods we can eat every day.  
Complete the sentence.



\_\_\_\_\_

-----

\_\_\_\_\_

foods are healthy foods.



## MY HEALTHY MEAL

Draw a healthy meal. Make a list of the food you will need to make the healthy meal.



### MY GROCERY LIST:

<hr/>	<hr/>
<hr style="border-top: 1px dashed #e91e63;"/>	<hr style="border-top: 1px dashed #e91e63;"/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr style="border-top: 1px dashed #e91e63;"/>	<hr style="border-top: 1px dashed #e91e63;"/>
<hr/>	<hr/>



## GOING SHOPPING

Nadia and her mother are tourists in a new town. Nadia lost one of her bags. They need to replace the items on the list below. They are also hungry. Which stores should they visit?

Read the shopping list. Look at the stores. Match the shopping list item with the store where it is sold.



GROCERY STORE

PHARMACY

### Grocery List

Bread	Toothpaste
Medicine	Honey
Shirt	Book
Toothbrush	Comb



## SHOPPING FOR NADIA

Read the story.

Nadia and her mother are tourists in a new town. When they arrived, Nadia realized she lost a bag on the trip. This morning, they are shopping. These are the goods they still need to buy:

Bread	<del>Toothpaste</del>
Medicine	Honey
Shirt	Book
<del>Toothbrush</del>	<del>Comb</del>

First, they go to the bakery to buy bread. It smells good. Nadia's mother pays the baker 5 LE.



Next, they go to the grocery store to buy honey. Nadia's mother pays the grocer 5 LE.



Next, they go to the pharmacy to buy medicine. Nadia's mother pays the pharmacist 9 LE.



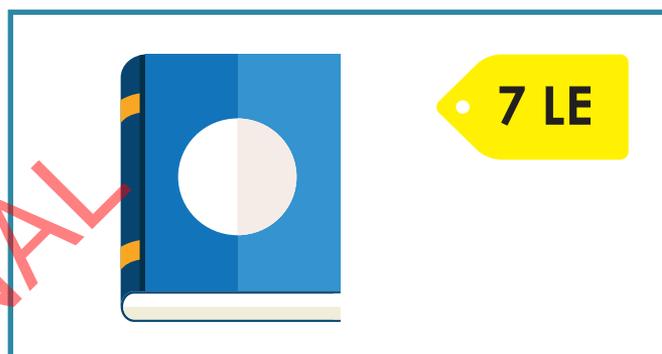


## SHOPPING FOR NADIA

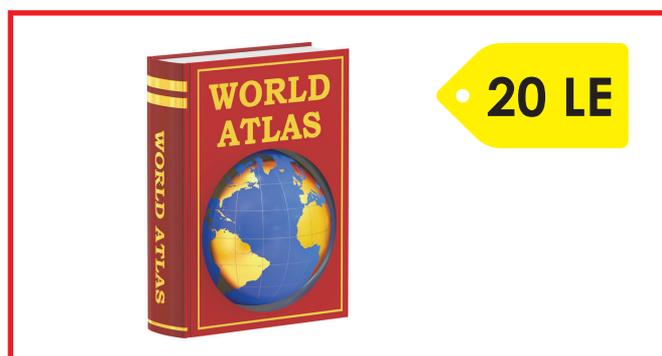
Then, they go to the clothing store to buy a shirt. Nadia's mother pays 11 LE for the shirt.



Finally, they go to the bookstore to buy a book. Nadia wants to read on the train ride home. Nadia's mother pays the book seller 7 LE.



Nadia sees a book of maps she wants at the bookstore. It costs 20 LE. She will save her money so she can buy it next time.



**FINAL**



# STORES NADIA VISITS

Cut out each square. Glue the events in the order they happened on the next page.



FINAL

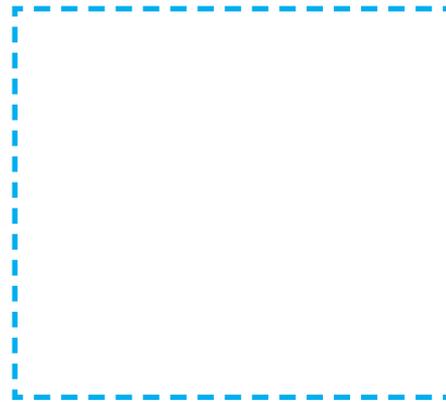


**FINAL**



# WHERE DID NADIA GO NEXT?

Glue the events of the story in the order they happened.  
Write the order of the event on the line next to your picture.

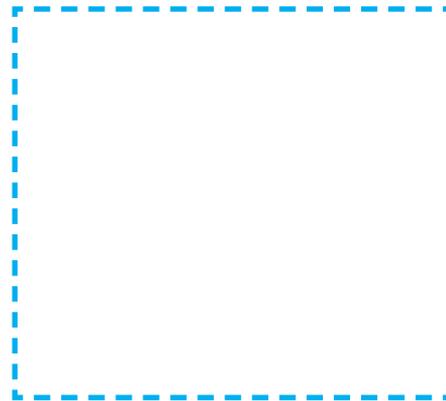


**First**

\_\_\_\_\_

-----

\_\_\_\_\_



**Fourth**

\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

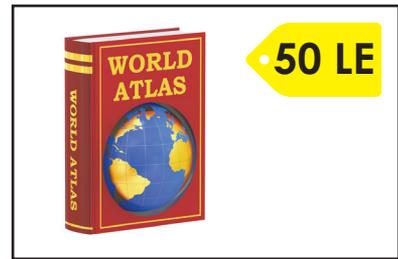
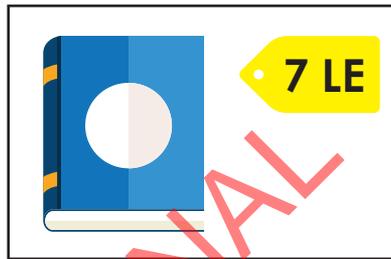
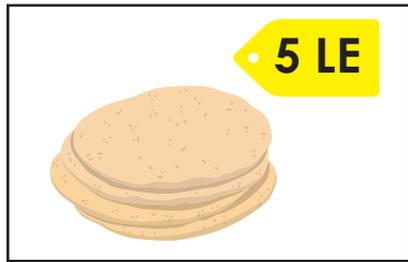
\_\_\_\_\_

FINAL



## LET'S GO SHOPPING WITH NADIA

Circle the good that costs the most. Draw a triangle around the good that costs the least. Choose two goods to buy. Complete the sentences.



\_\_\_\_\_

-----

I will buy the \_\_\_\_\_ . I will buy the \_\_\_\_\_ .

It costs

\_\_\_\_\_

It costs

\_\_\_\_\_

\_\_\_\_\_

+

\_\_\_\_\_

=

\_\_\_\_\_

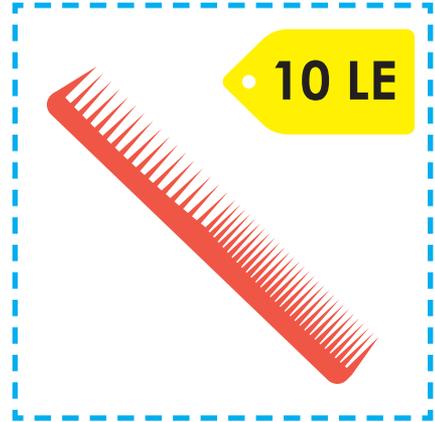
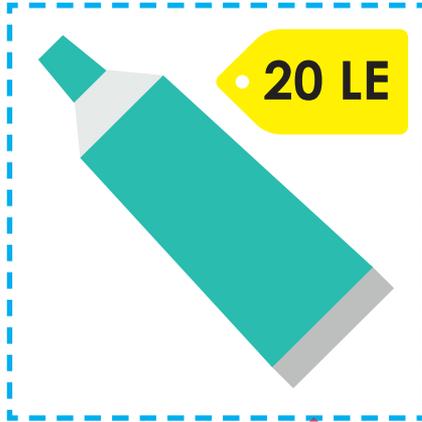
I need \_\_\_\_\_ pounds to buy these goods.

\_\_\_\_\_



# PRACTICE SHOPPING

Cut out each personal hygiene tool. Use the goods to role play shopping.



**FINAL**



# WHAT DID I BUY?

Complete the sentences. Draw the notes you used. Draw a picture of you using the item you bought.

\_\_\_\_\_

-----

At the store, I bought a \_\_\_\_\_ .

\_\_\_\_\_

-----

This item cost \_\_\_\_\_ .

I used



to buy the good.

This is a picture of me using my new purchase:

Large empty rectangular box for drawing a picture of the student using their purchase.



## BRAINSTORMING

You will write a play about buying and selling goods.

The first step is to brainstorm with your group.

Setting: Where will your play take place?

Characters: Who will be in your play?

Events: What will happen in your play?

### CHARACTERS

Who?

Handwriting practice lines for the Characters section, including a solid top line, a dashed middle line, and a solid bottom line, repeated five times.

### SETTING

Where?

Handwriting practice lines for the Setting section, including a solid top line, a dashed middle line, and a solid bottom line, repeated three times.

### EVENTS

What happens?

Handwriting practice lines for the Events section, including a solid top line, a dashed middle line, and a solid bottom line, repeated four times.





# WRITING OUR SCRIPT

Complete the sentences below to create your script.  
Then assign one character to each group member.

\_\_\_\_\_

-----

\_\_\_\_\_

-----

The \_\_\_\_\_ is working in the \_\_\_\_\_ .  
(type of store worker) (type of store)

**Customer 1** arrives at the store.

**Store worker 1:** Hello, can I help you?

\_\_\_\_\_

-----

**Customer 1:** I am looking for \_\_\_\_\_ .  
(good from the store)

FINAL

**Store worker 1:** Of course. Let me show you where it is.

\_\_\_\_\_

-----

**Customer 1:** How much does \_\_\_\_\_ cost?

\_\_\_\_\_

-----

**Store worker 1:** It costs \_\_\_\_\_ .  
(cost of good)

\_\_\_\_\_

-----

**Customer 1:** Here is \_\_\_\_\_ .  
(amount of money)

**Customer 1** hands store worker 1 money for the item.

## CHAPTER 3 BUYING, SELLING, AND SAVING

Store worker 1: Thank you. Here is your \_\_\_\_\_ .  
(good from the store)

Store worker 1 hands the item to customer 1.

Customer 1: Thank you.

Store worker 1: Nice doing business with you.

Customer 1: You too. Have a nice day.

Customer 1 leaves the store.

Store worker 2 stands behind the cash register.

Customer 2 arrives at the store.

Store worker 2: Hello, can I help you?

Customer 2: Do you have any \_\_\_\_\_ ?  
(good from the store)

Store worker 2: I think so. Let me show you where.

Customer 2: Here it is, thank you. How much does \_\_\_\_\_  
\_\_\_\_\_ cost?

Store worker 2: It costs \_\_\_\_\_ .  
(cost of good)



**Customer 2:** Here is \_\_\_\_\_ .  
 (amount of money)

**Customer 2** hands store worker 2 money for the item.

**Store worker 2:** Thank you. Here is your \_\_\_\_\_ .  
 (item from the store)

**Store worker 2** hands the item to customer 2.

**Store worker 2:** Thank you for your business.

**Customer 2:** Have a nice day.

**Customer 2** leaves the store.

**FINAL**

**Customer 1 =** \_\_\_\_\_

**Customer 2 =** \_\_\_\_\_

**Store worker 1 =** \_\_\_\_\_

**Store worker 2 =** \_\_\_\_\_





# COSTUMES AND PROPS

Decide what costumes and props should be used in your play.

**COSTUMES**



Handwriting practice area for 'COSTUMES' with four sets of blue top and bottom lines and a pink dashed middle line.

**PROPS**



Handwriting practice area for 'PROPS' with four sets of blue top and bottom lines and a pink dashed middle line. A large red 'FINAL' watermark is overlaid on the area.



I will try to bring in:

Handwriting practice area for 'I will try to bring in:' with four sets of blue top and bottom lines and a pink dashed middle line.

# STORYTELLING



**FINAL**



# FIVE SENSES SCAVENGER HUNT

Search for objects in the classroom that you can see, smell, taste, touch, and hear. Draw and label what you find.



SIGHT



SMELL



TASTE



TOUCH



HEAR

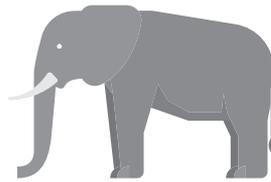
FINAL



# DESCRIBING MATERIALS

Look at the two objects on a line. Choose the correct word that describes each object. Write the correct word on the line under the picture.

Sight



small

large

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Smell



fresh

stinky

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_

Taste



sweet

sour

\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

\_\_\_\_\_



Touch



smooth

bumpy

Handwriting practice lines (solid top and bottom, dashed middle) for the word 'smooth'.

Handwriting practice lines (solid top and bottom, dashed middle) for the word 'bumpy'.

Hearing



ticking

ringing

Handwriting practice lines (solid top and bottom, dashed middle) for the word 'ticking'.

Handwriting practice lines (solid top and bottom, dashed middle) for the word 'ringing'.

FINAL

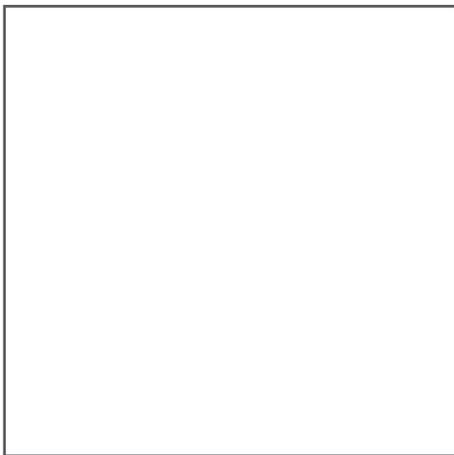




## SARA BAKES A CAKE

Read the story. Cut out the pictures. Glue the pictures in the order they happened in the story.

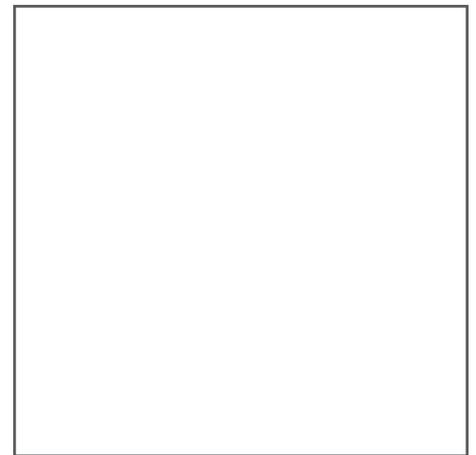
Sara is hungry. She decides to bake a cake with her friends. First, Sara gets the ingredients. Next, Sara mixes the ingredients. Then, Sara puts the ingredients in the pan. Sara puts the pan in the oven. The cake smells delicious as it bakes. Sara hears the timer ding. The cake is done. Sara eats the cake with her friends. Yum!



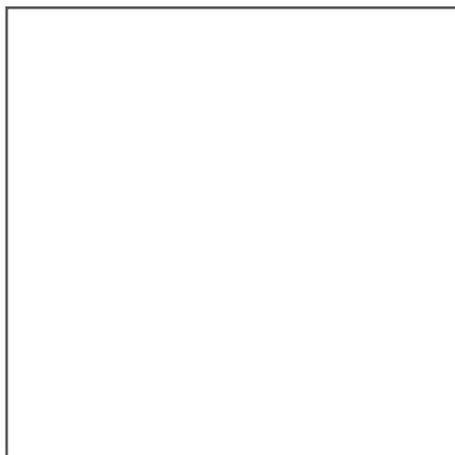
1



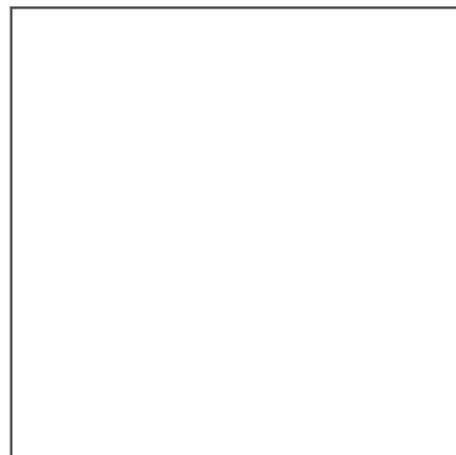
2



3



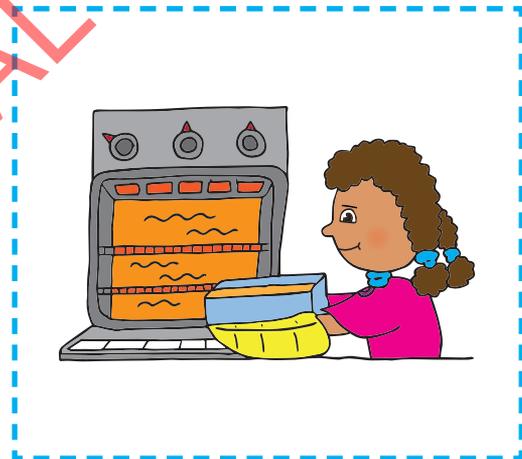
4



5



FINAL



**FINAL**



## A MIXED-UP STORY

Read the story. Put the sentences in the correct order.

Wael threw a ball for his dog.

The dog picked up the orange.

The dog dropped the orange and chased the ball.

Wael bought an orange at the store.

Wael dropped the orange in the street.

FINAL



## CAN PICTURES TELL A STORY?

Look at the pictures. What story do the pictures tell?





# MY FAVORITE PLACE

Draw a picture of your favorite place.

FINAL





## MY MAIN CHARACTER

Draw a picture of your main character.  
Add important details.

FINAL



## MY STORY-BEGINNING

Draw your story. Draw the beginning of the story in the circle.  
Draw the middle of the story in the two rectangles.  
Draw the end of the story in the square.

FINAL



# MY STORY-MIDDLE

FINAL



# MY STORY-END

FINAL



**FINAL**



# THINKING ABOUT MY TRIP—SENSES

Complete each sentence to describe your trip. You will not use all of the senses in your final story.

SIGHT: What did you see on your trip?



I saw

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SOUND: What did you hear on your trip?



I heard

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SMELL: What did you smell on your trip?



I smelled

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TASTE: What did you eat while on your trip?



I ate

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

TOUCH: What did you touch while on your trip?



I touched

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**FINAL**



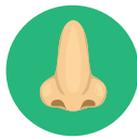
## STORY TIME

Read the passages below. Use the key to highlight words describing sight, sound, smell, taste, and touch in the correct color.

### FIVE SENSES COLOR KEY



BLUE  
Sight (Eye)



GREEN  
Smell (Nose)



ORANGE  
Touch (Finger)

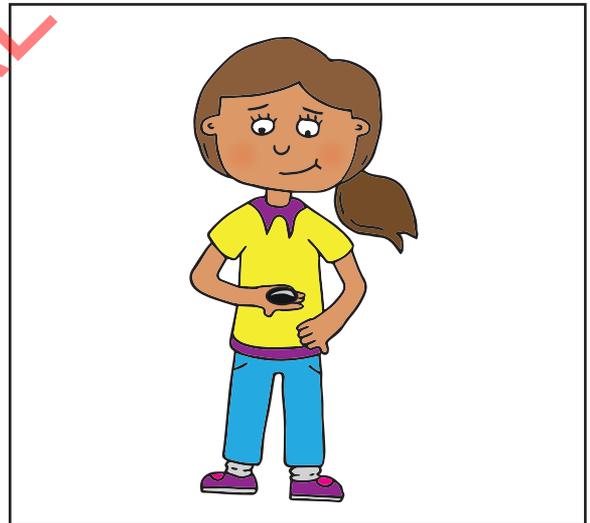


YELLOW  
Sound (Ear)

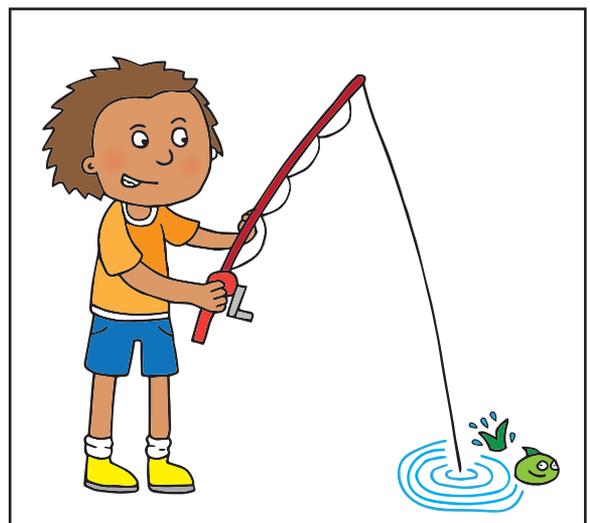


RED  
Taste (Mouth)

A girl was on her way to school when she saw a shiny black rock. She reached down to pick it up. The rock was hard and smooth.



A boy went fishing. He smelled the salty air. The boy almost caught a fish. He heard the fish splash in the water before it got away.



**FINAL**



# DESCRIBING MY TRIP

Describe the setting, characters, and events.

WHERE did you go on your trip?

**SETTING**

\_\_\_\_\_

-----

I went to \_\_\_\_\_ on my trip.

WHO went on the trip with you?

**CHARACTERS**

\_\_\_\_\_

-----

I went on my trip with \_\_\_\_\_.

FINAL

WHAT did you do on your trip?

**EVENTS**

\_\_\_\_\_

-----

I \_\_\_\_\_.

**EVENTS**

\_\_\_\_\_

-----

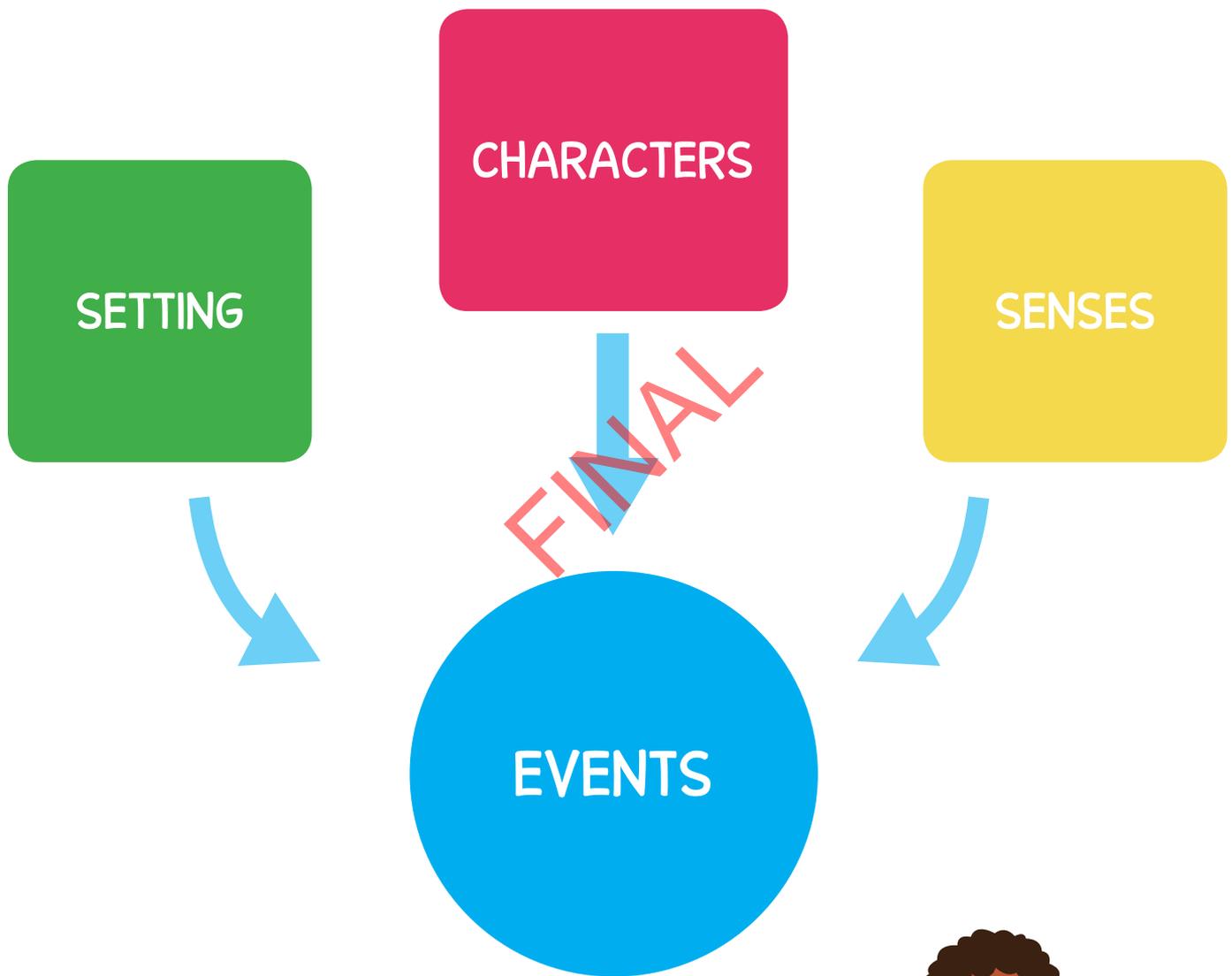
I \_\_\_\_\_.

**FINAL**



## PUTTING IT ALL TOGETHER

A story has all of these parts. Your teacher will help you put them all together.



BEGINNING → MIDDLE → END





## SENTENCE ORDER

First, put the sentences in order. Second, give your story a title. Third, write a sentence to end your story.

TITLE:

---

---

---

BEGINNING

FINAL

MIDDLE

END

---

---

---

---

---

---



## ILLUSTRATION

Draw a final illustration for your story.

FINAL

FINAL



# NARRATIVE EVALUATION

Review four personal narratives. Cut each out and hand to the authors.

The author read clearly and with correct volume.



The author described these senses:



The author read clearly and with correct volume.



The author described these senses:



The author read clearly and with correct volume.



The author described these senses:



The author read clearly and with correct volume.



The author described these senses:



**FINAL**

# COMMUNICATING WITH NUMBERS

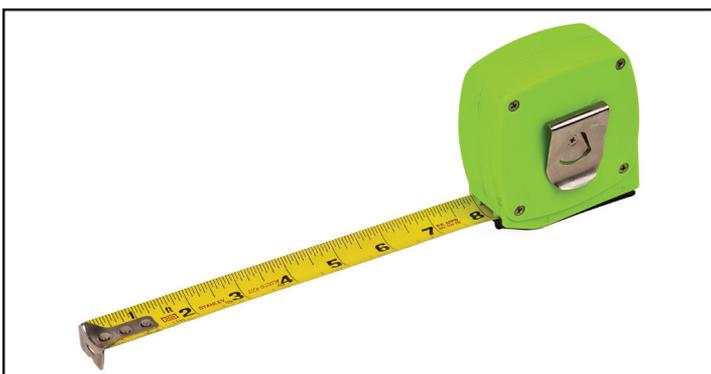


**FINAL**



# NUMBERS IN OUR WORLD

Find the numbers in the images on the page. Discuss what information the numbers communicate.





## MENU NUMBERS

Circle the numbers that communicate price in green. Circle the numbers that communicate time in yellow. Circle the remaining numbers in blue. What information do they communicate?

<p style="text-align: center;"><b>SOUPS</b></p> <p>(1 bowl – 345 ml) Lentil Soup – 4 LE Molokhia – 4 LE</p> <p style="text-align: center;"><b>SALADS</b></p> <p>Green Salad – 5 LE Yogurt Salad – 7 LE</p> <p style="text-align: center;"><b>APPETIZERS</b></p> <p>Mixed Olives – 2 LE Falafel – 4 LE</p>	<p style="text-align: center;"><b>DIPS</b></p> <p>Homus – 3 LE Tahini Sauce – 3 LE</p> <p style="text-align: center;"><b>DRINKS</b></p> <p>Bottled Water – 1 LE Mowz bil-Laban (banana with milk) – 3 LE</p>
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**The Grill**

4000 Qasr Al Nile, Cairo Governorate, Egypt

Hours  
11:00 – 8:00 daily      02-5555-1111



## USEFUL NUMBERS

Think about a time when numbers gave you information.  
Draw a picture. Complete the sentence .

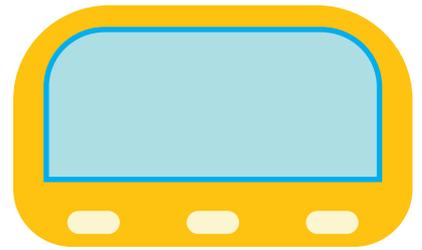
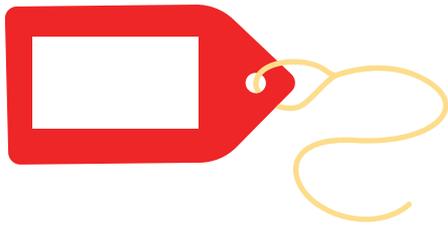
FINAL

I use numbers to \_\_\_\_\_ .

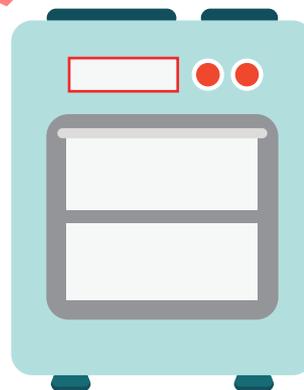


## MISSING NUMBERS

The numbers are missing. Can you help? Use the number bank to put the numbers back where they belong.



FINAL



### NUMBER BANK

90°C

3:00

30

2 KG

10 LE



# NUMBER SCAVENGER HUNT

Find numbers around the school. Draw and label a picture of two places you see numbers. What information do the numbers tell you?

NUMBERS	INFORMATION
<p style="text-align: center; color: red; font-size: 2em; transform: rotate(-45deg); opacity: 0.5;">FINAL</p>	

**FINAL**



# I WONDER

Think of a question that has two choices for answers. Write your question and two choices on the lines. Cut out your question on the dotted lines.

## MY QUESTION

Blank writing area for the question, featuring a solid blue top line, a dashed pink middle line, and a solid blue bottom line.

Choice 1

Choice 2

Blank writing area for Choice 1, featuring a solid blue top line, a dashed pink middle line, and a solid blue bottom line.

Blank writing area for Choice 2, featuring a solid blue top line, a dashed pink middle line, and a solid blue bottom line.

FINAL



**FINAL**

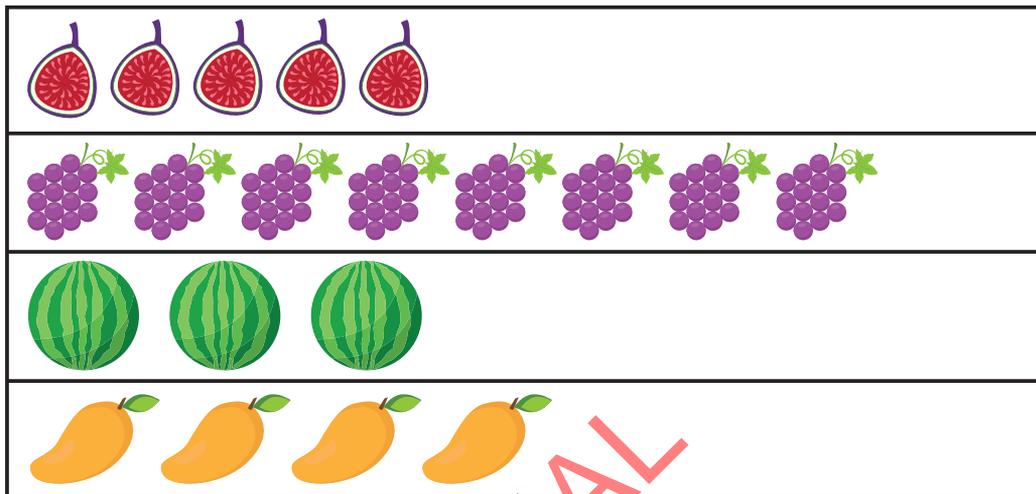


# FAVORITE FRUIT

Use the survey information to answer the questions.

The class is going to have fruit for a snack.

The teacher asks the class to choose a favorite fruit.



How many students like figs the best? \_\_\_\_\_

How many students like grapes the best? \_\_\_\_\_

How many students like melons the best? \_\_\_\_\_

How many students like mangoes the best? \_\_\_\_\_

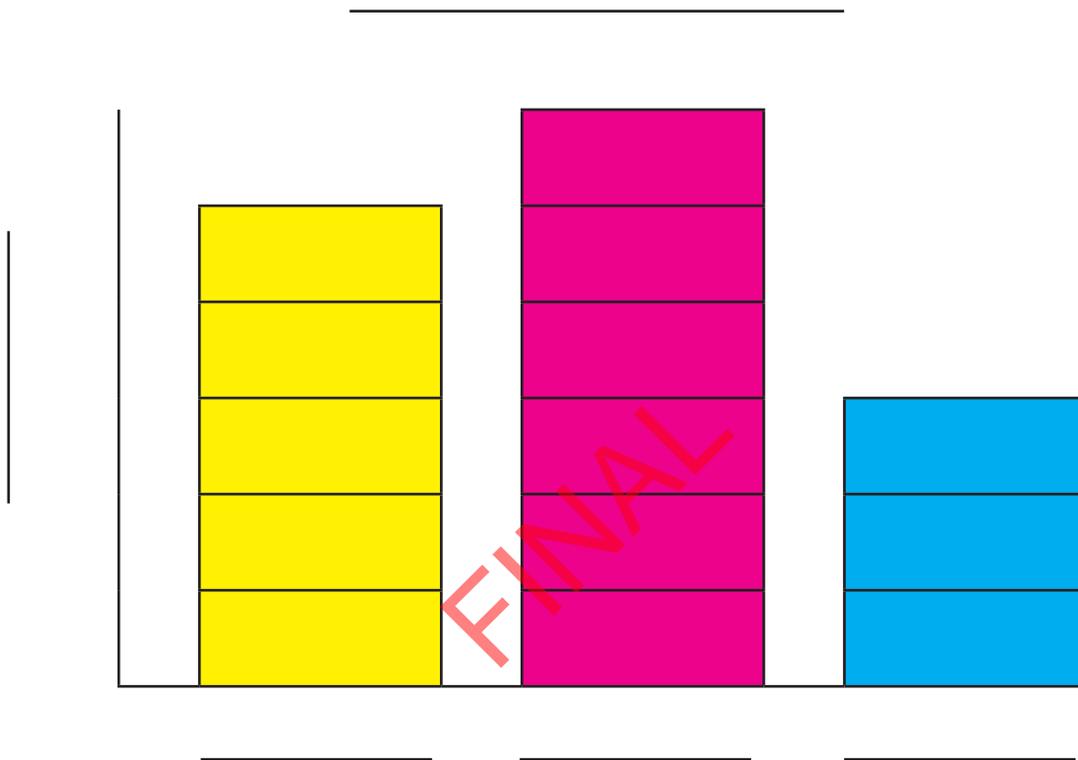
Which fruit is the favorite of most students?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The teacher will buy two kinds of fruit. What should the teacher buy?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## COMPARING WITH GRAPHS

There are two types of graphs. What do you know from reading the graphs?






# OUR BAR GRAPH

Write your survey question, then answer it as a group. Make a bar graph. Write two things you know from your group's answers. Use comparing words like: more than, less than, equal to, or same as.

Our survey question is:

\_\_\_\_\_

-----

\_\_\_\_\_

----- ?

\_\_\_\_\_

FINAL

\_\_\_\_\_ say \_\_\_\_\_ .

(number) (choice 1)

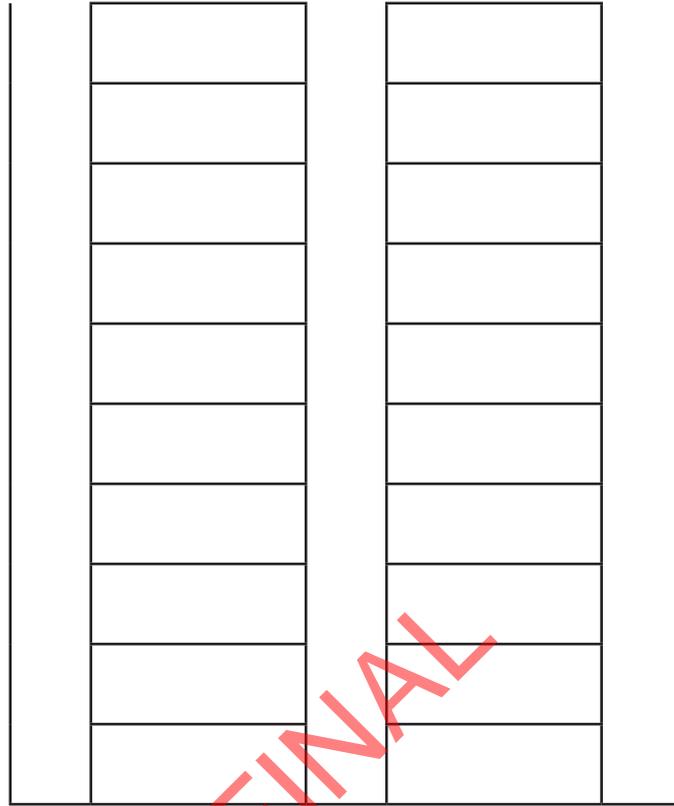
\_\_\_\_\_ say \_\_\_\_\_ .

(number) (choice 2)





# OUR BAR GRAPH



What answers do you have for your question?

1.

Handwriting practice lines for question 1, consisting of a solid blue top line, a dashed pink middle line, and a solid blue bottom line.

2.

Handwriting practice lines for question 2, consisting of a solid blue top line, a dashed pink middle line, and a solid blue bottom line.



# ONE MINUTE

How long is one minute? Complete the chart.  
Predict and test ways to count one minute.

Action	Predict	Test
Do jumping jacks		
Count silently		
Hop on one foot		

FINAL

Which was the best way to time a minute?

---



---



---

Why do you think it is the best way?

---



---



---



## PLANNING A PARTY

Read the letter. How can you help Loai?

Dear Friends,

I want to plan a party for my family.

Can you help me?

This is what I know:

The party will be in the afternoon.

We want to play 2 games.

We will have food for everyone.

We need a schedule for our party.

These are my questions:

How long should the party be?

What games can we play?

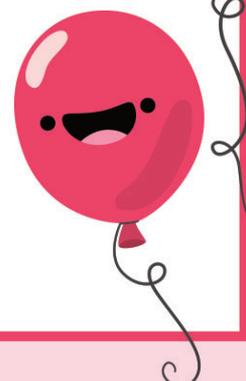
When should we eat?

When should we play games?

Thank you for your help.

The party will be fun.

Loai





# PARTY SCHEDULE

Make a schedule for Loai's party.

1. How many hours will the party be?

\_\_\_\_\_
- - - - -
\_\_\_\_\_

2. What games should Loai play at the party?

\_\_\_\_\_
- - - - -
\_\_\_\_\_
- - - - -
\_\_\_\_\_

FINAL

Table with 3 rows and 2 columns. Header: What will we do? Rows: First, Second, Third.

### NUMBER BANK

Hours

Eat

Play game



## TECHNOLOGY WITH NUMBERS

Look at the images. Which pictures show technology?

Egyptians used the abacus about 4000 years ago. The abacus is also called a counting frame.



Pascal's Calculator was invented over 300 years ago. It adds and subtracts two numbers. It uses repeated addition and subtraction.



By David.Morniaux- Wikimedia Commons

This is an adding machine.  
How does it work?



By graphiclmarkid- Flickr

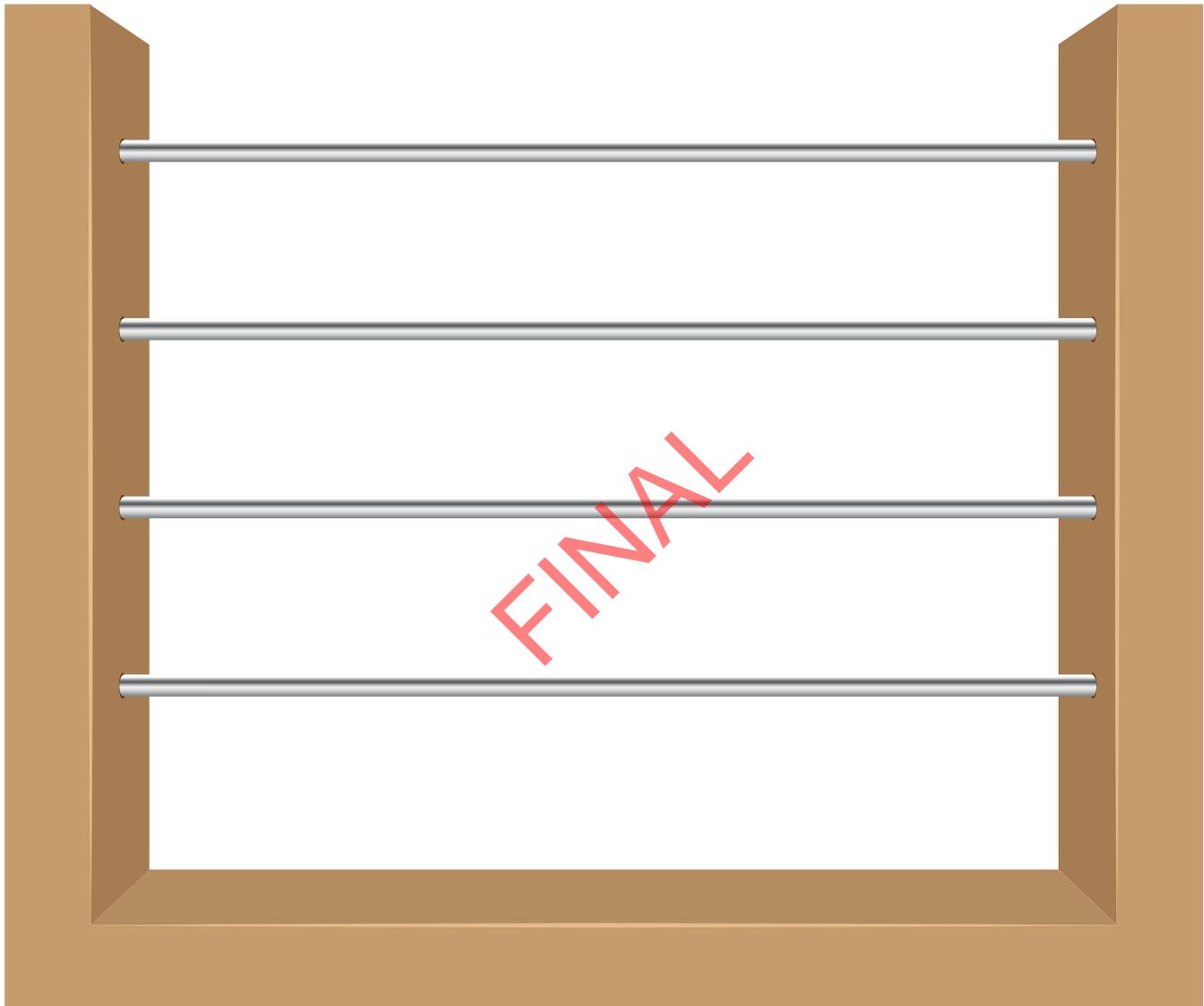
How is this calculator different from the other examples?





# ABACUS

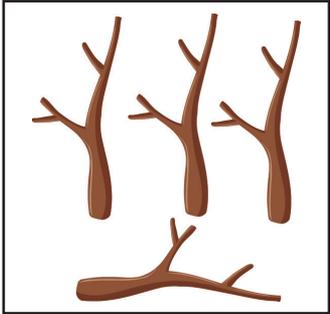
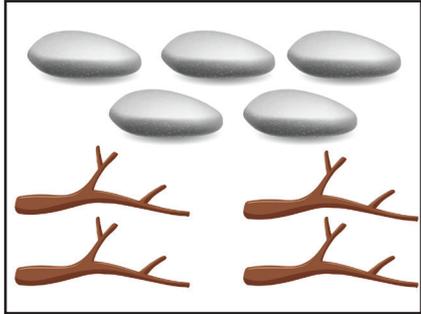
Line up small objects to create your own abacus.





# MATH STORIES

Complete the missing information. Circle the correct operation for each story. Then create a math story of your own.

1.  +  = 

5 + 4 = \_\_\_\_\_

Is this an addition or subtraction math story?

2.

\_\_\_\_\_ = \_\_\_\_\_

Is this an addition or subtraction math story?



# MY OWN PERSONAL MATH STORIES

Create your own addition and subtraction math stories.

Addition Math Story

\_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

FINAL

Subtraction Math Story

\_\_\_\_\_ - \_\_\_\_\_ = \_\_\_\_\_

**FINAL**



# MATH PAINTING EVALUATIONS

Review your own paintings. Listen to the presentations in your group. Use the evaluations below to comment on your friends' paintings.

I spoke clearly and with correct volume.



My best detail was

Handwriting lines for writing the answer to 'My best detail was'.

I liked my

Handwriting lines for writing the answer to 'I liked my'.

painting best.

(addition / subtraction)

FINAL



**FINAL**



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

My friend spoke clearly and with correct volume.



My friend's best detail was \_\_\_\_\_

FINAL

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

My friend spoke clearly and with correct volume.



My friend's best detail was \_\_\_\_\_

**FINAL**

# COMMUNICATING WITH ART



**FINAL**



# COLORFUL ME

Draw six things about you.

FINAL

---

---

---



## IF YOU MOVE AND YOU KNOW IT

Read the words to the song together. Then sing the song together. Write one more verse to the song.



## IF YOU MOVE AND YOU KNOW IT



If you are playing on the playground, spin around.

If you are playing on the playground, spin around.

If you are playing on the playground, spin around really fast.

If you are playing on the playground, spin around.

If you are playing with a ball, kick it high.

If you are playing with a ball, kick it high.

If you are playing with a ball, kick it high into the sky.

If you are playing with a ball, kick it high.

Handwriting practice lines consisting of two sets of three horizontal lines each. Each set includes a solid top blue line, a dashed middle pink line, and a solid bottom blue line.



# ART SHOW WEBSITE

Use the website to learn more about the upcoming art show.

Before going to the art show, Habiba searches online for more information. The website says there are photographs, paintings, and sculptures at the art show.





## HABIBA GOES TO THE ART SHOW

Read the story.

Habiba is happy to go to the art show. Her mother tells her not to touch the art. Habiba nods yes. She knows that the art is special.

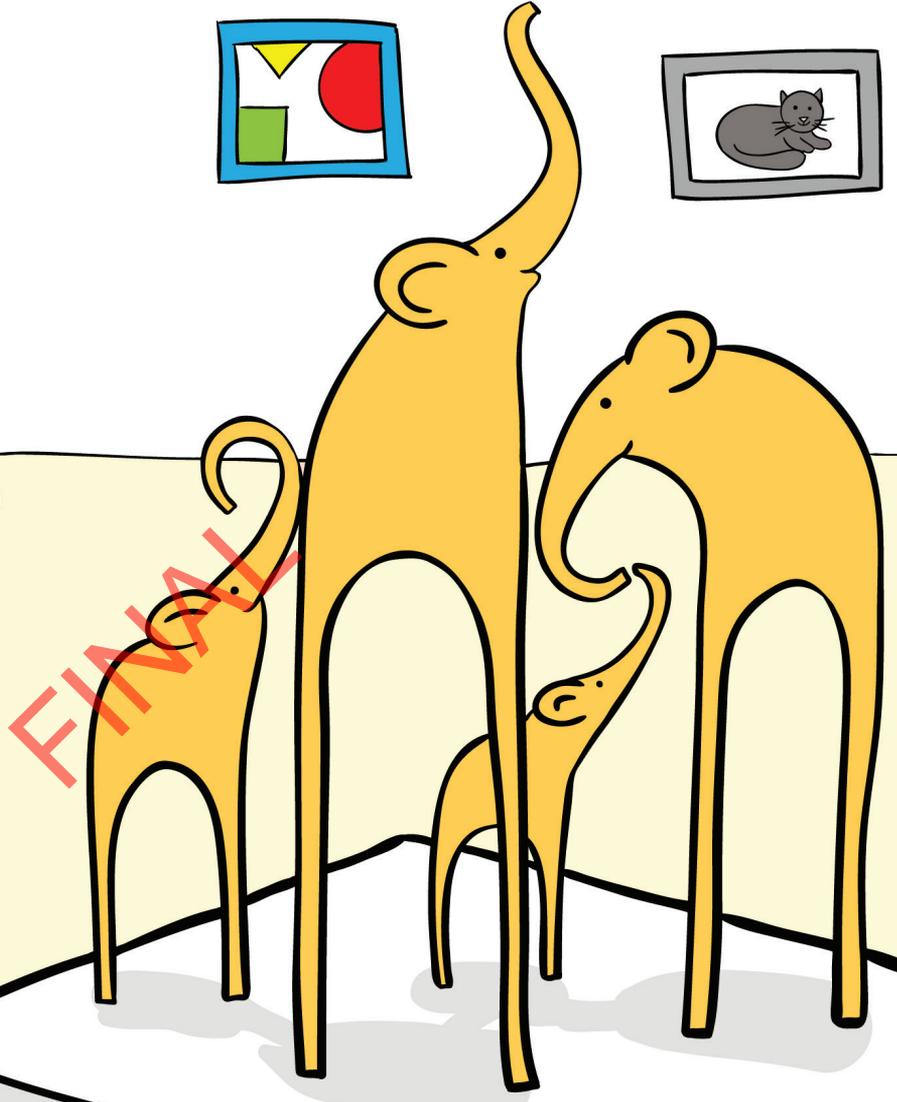
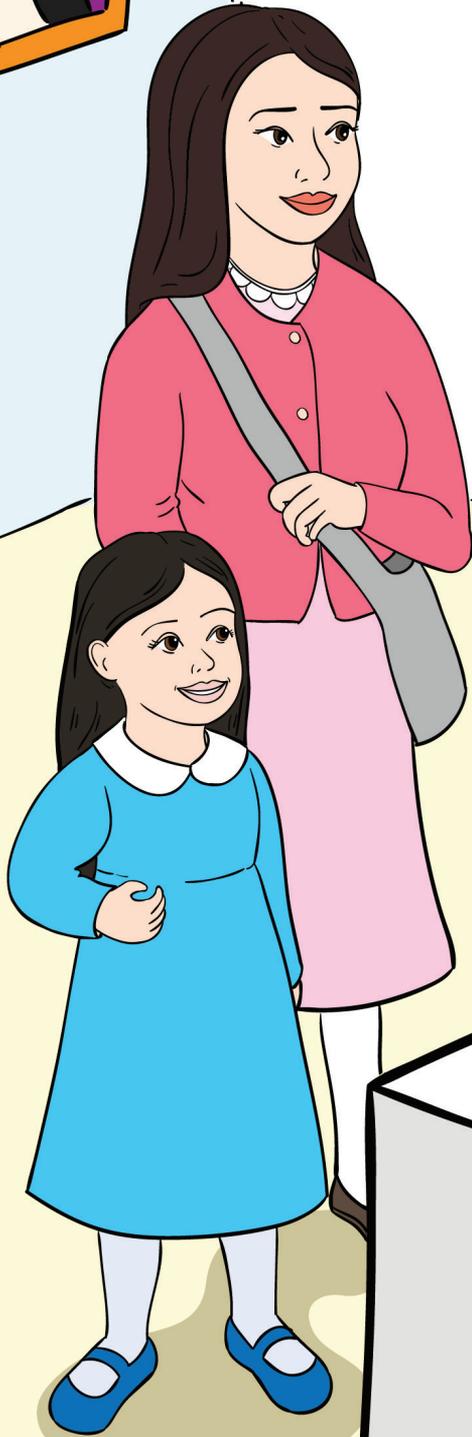
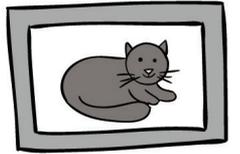
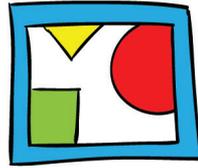
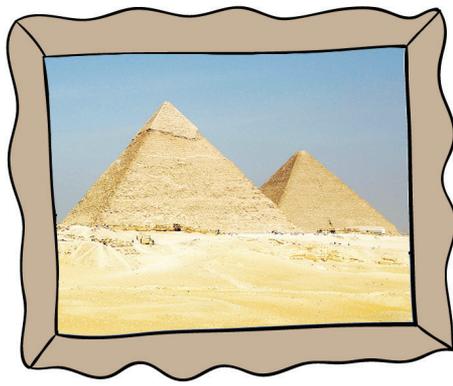
Habiba sees a photograph of the Pyramids of Giza. She would like to visit the pyramids. Habiba thinks about the Ancient Egyptians. She is proud of their accomplishments.

Habiba sees a painting of flowers. The flowers are tulips. They are different colors. She thinks the flowers are pretty.

Habiba sees a sculpture of an elephant family. She thinks of her family. They take care of her. She loves her family.

Habiba had fun at the art show. She is going to go home and be an artist. Will she be a sculptor? A photographer? A painter?







## IF I WERE AN ARTIST

Draw a picture and complete the sentence.

FINAL

If I were an artist, I would be a \_\_\_\_\_ .

### WORD BANK

Photographer

Actor

Dancer

Musician

Painter

Sculptor



# BIRD SCULPTURES

Look at the sculptures. These are made from different materials. What materials do you think each is made from?

## WORD BANK

Wood

Paper

Metal

Fabric

Plastic



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



## MASKS

Look at the masks. How can these masks help you create your own mask?



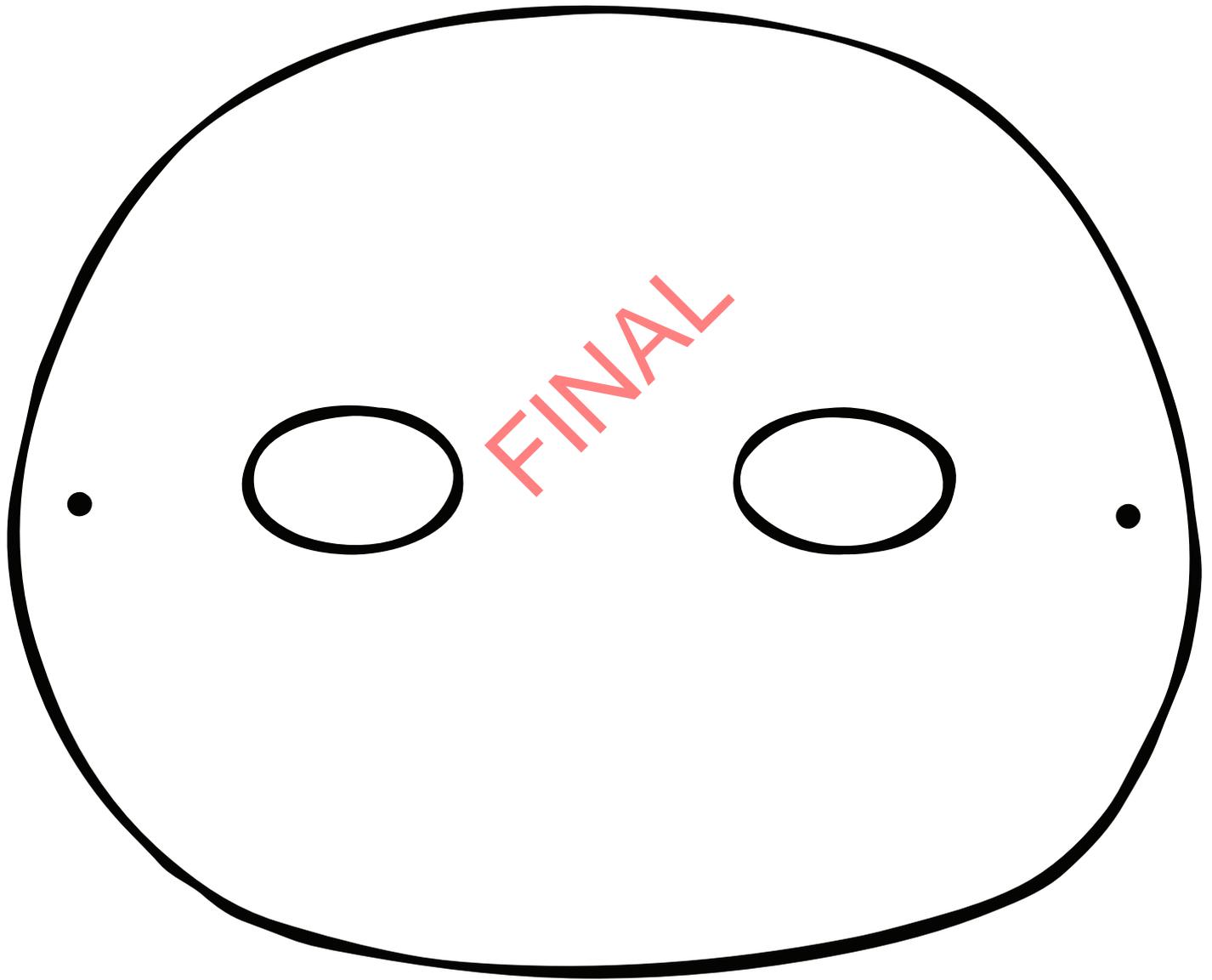
FINAL





## MASK PATTERN

Use the pattern to make your mask. When you finish, cut and trace your pattern.



**FINAL**



## SHOPPING SCRIPT

Read the buying and selling script together as a class.  
Then, identify and discuss the message being communicated.

**Customer arrives at the store.**

**Store worker:** Hello, can I help you?

**Customer:** I am looking for loaves of bread.

**Store worker:** Of course. Let me show you where they are.

**Customer:** How much do the loaves cost?

**Store worker:** They cost 7 LE.

**Customer:** Here is 7 LE.

**Customer hands store worker money for the items.**

**Store worker:** Thank you. Here is your bread.

**Store worker hands the item to customer.**

**Customer:** Thank you.

**Store worker:** Nice doing business with you.

**Customer:** You, too. Have a nice day.

**Customer leaves the store.**





## OUR SCRIPT

Finish writing the script.

Four animals are playing \_\_\_\_\_ in the \_\_\_\_\_  
\_\_\_\_\_. They look around.

They see trash on the ground.

**Character 1:** I am so \_\_\_\_\_ . Look at all the trash here.

**Character 2:** What can we do?

**Character 3:** Maybe we can \_\_\_\_\_ .

**Character 4 finds a** \_\_\_\_\_ **to help.**

**Character 1:** Let's make a poster. It can say

“ \_\_\_\_\_ ”



**Character 2:** We will need \_\_\_\_\_ .

**Character 3:** We can also \_\_\_\_\_ .

**Character 4:** We will need \_\_\_\_\_ .

**Character 1:** Thank you for helping \_\_\_\_\_ .

FINAL





# DAILY SCHEDULE

Identify five events you do each day. Put the events in order.  
Fill in the correct hour hand for each analog clock.

1.

Handwriting practice lines for item 1: a solid blue top line, a dashed pink middle line, and a solid blue bottom line.

2.

Handwriting practice lines for item 2: a solid blue top line, a dashed pink middle line, and a solid blue bottom line.

3.

Handwriting practice lines for item 3: a solid blue top line, a dashed pink middle line, and a solid blue bottom line.

4.

Handwriting practice lines for item 4: a solid blue top line, a dashed pink middle line, and a solid blue bottom line.

5.

Handwriting practice lines for item 5: a solid blue top line, a dashed pink middle line, and a solid blue bottom line.



FINAL



## LEARNING THROUGH MUSIC

On separate pieces of paper, copy one stanza from the "Seasons of the Year" song. Illustrate the stanza.

The leaves on the tree fall to the ground,  
to the ground, to the ground.

The leaves on the tree fall to the ground.  
All fall long.

The weather outside is cold and rainy,  
cold and rainy, cold and rainy.

The weather outside is cold and rainy.  
All winter long.

The flowers and leaves are starting to grow,  
starting to grow, starting to grow.

The flowers and leaves are starting to grow.  
All spring long.

The weather outside is hot and sunny,  
hot and sunny, hot and sunny.

The weather outside is hot and sunny.  
All summer long.



## LEARNING THROUGH ART

Draw your favorite art activity from the year. Discuss how to make your drawing even better. On another piece of paper, work with a partner to draw and color a final version.

FINAL

By \_\_\_\_\_



# CARING FOR PLANTS

Fill in the correct words from the word bank. On another piece of paper, copy one step and illustrate it.

\_\_\_\_\_

-----

1. Make sure your plant has enough \_\_\_\_\_ in its pot.

\_\_\_\_\_

-----

2. Put your plant by window so it gets enough \_\_\_\_\_ .

\_\_\_\_\_

-----

3. \_\_\_\_\_ your plant.

\_\_\_\_\_

-----

4. Give your plant \_\_\_\_\_ so it is not too close to another plant.

FINAL



## WORD BANK

Space

Water

Soil

Sunlight



## STORIES WE READ

Brainstorm a list of stories you read this year. Choose one story each. On a separate piece of paper, write the title of the story and illustrate a cover.

### STORIES WE READ THIS YEAR:

Sara Bakes a Cake

Shopping for Nadia

FINAL



# PRIMARY 1

---

# Math Journal

Term 2 / 2018-2019

**FINAL**

## LESSON 62

Measure, then draw a picture of the object you measured. Write the length of the object next to your picture (3 popsicle sticks, for example).

FINAL

## LESSON 63

Listen to the directions given by your teacher.  
Draw what the teacher asks you to draw.

FINAL

## LESSON 65

Measure, then draw a picture of the object you measured. Write the length of the object next to your picture (8 paper clips, for example).

FINAL

## LESSON 66

If you are asked, write your Mystery Number. If you are guessing the Mystery Number, write your guess.

FINAL

## LESSON 67

Draw 10 cars racing across your journal. Color them different colors.  
Write ordinal numbers 1st through 10th above your cars.

FINAL

FINAL

## LESSON 68

Write the number your teacher says. Then, write the number that is one more than that number.

FINAL

## LESSON 71

Write the total number of sticks that your group counted out today.

FINAL

## LESSON 72

Draw three circles as shown on the board. Write the two-digit number in the first circle. Write the value of each digit in the other circles.

Repeat as directed.

FINAL

## LESSON 73

Write 36 and 63. Then, draw lines from the numbers in the two-digit numbers as the teacher did. Next, write down the value of each number in 36 and 63.

FINAL

## LESSON 74

Spin the spinner. Write the numbers it lands on below.

Be sure to record each spin.

FINAL

**LESSON 77** Part 1

Write the number called out by the teacher. Then, copy the teacher's example. Continue as you play the game.

FINAL

## LESSON 77 Part 2

Write two different two-digit numbers. Compare the numbers and draw  $>$ ,  $<$ , or  $=$  in between them.

FINAL

## LESSON 79

Write the numbers drawn from the bag. Copy the teacher's four lines and symbols. Underline the digit in the Tens place in each number. Circle the digit in the Ones place in each number. Write the four numbers in order from greatest to least.

FINAL

## LESSON 81

Write the math problems, as instructed by your teacher.

FINAL

## LESSON 83

Write the math problems. Then solve the problems and write the answers.

FINAL

## LESSON 84

Solve the math problems. Show your work here.

Be sure to write the problem and answer.

FINAL

## LESSON 85

Solve the math problems. Show your work here.  
Be sure to write the problem and answer.

FINAL

## LESSON 86

Solve the math problems. Show your work here.

Be sure to write the problem and answer.

FINAL

## LESSON 87

Write the value of each note as you pull them from the bag. Add them together to find the new total each time. Show your work here.

FINAL

## LESSON 88

Write the value of each note as you pull them from the bag. Add them together to find the new total each time. Show your work here.

FINAL

## LESSON 89

Write the value of each note as you pull them from the bag. Add them together to find the new total each time. Show your work here.

FINAL

## LESSON 90

Write 100 in your journal. Write the value of each note as you pull them from the bag. Subtract to find the new total each time. Show your work here.

FINAL

## LESSON 91

Draw the objects you find during the Shape Hunt.

FINAL

## LESSON 92

Draw two-dimensional shapes: a triangle, a rectangle, a square, and a circle. Follow the directions your teacher gives you.

FINAL

**LESSON 93**

Daily Math Challenge:

FINAL

## LESSON 94

Daily Math Challenge:

Write the name of the three-dimensional shape (or draw a picture).

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

**LESSON 95**

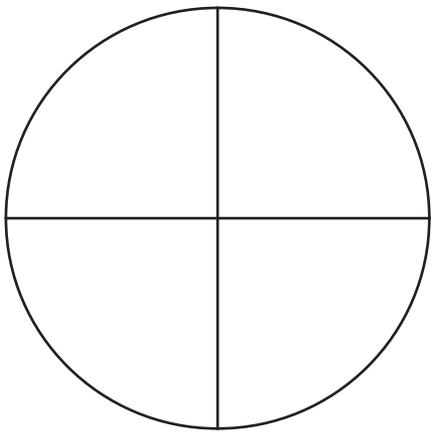
Daily Math Challenge:

FINAL

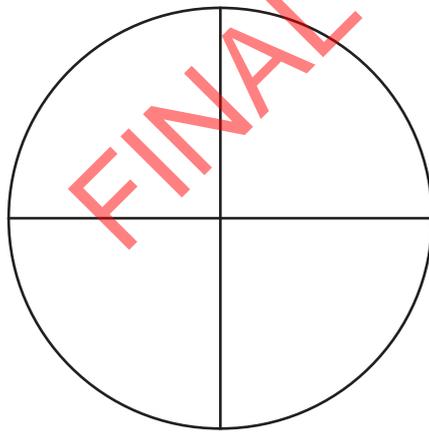
## LESSON 96

Daily Math Challenge:

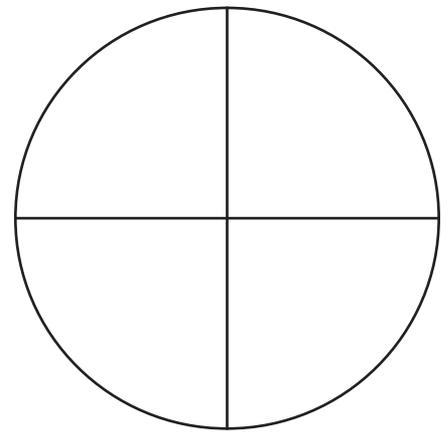
Color the parts of the circle the teacher asks you to color.



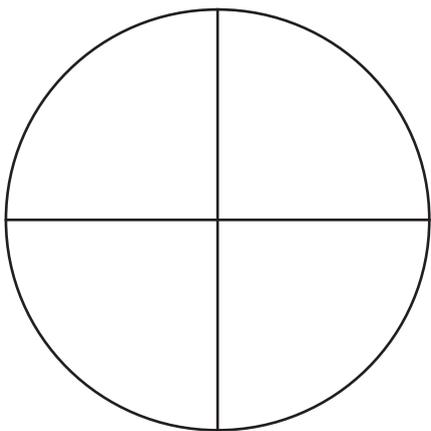
1. one-half



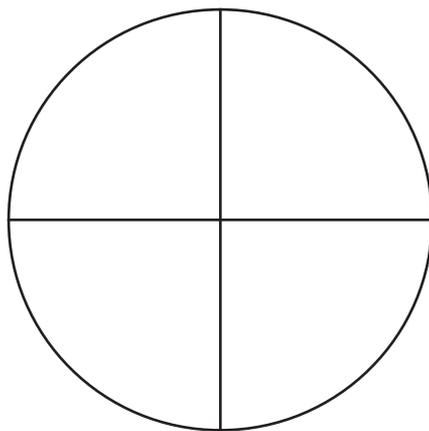
2. one-fourth



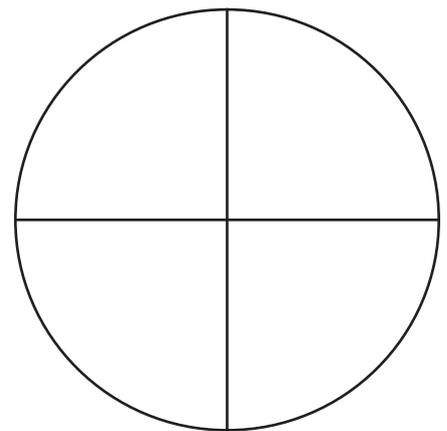
3. two-fourths



4. three-fourths



5. four-fourths



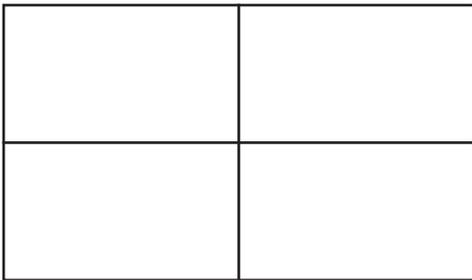
6. one whole

## LESSON 97

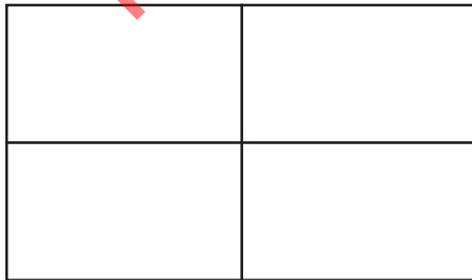
Daily Math Challenge:

Color the parts of the rectangle the teacher asks you to color.

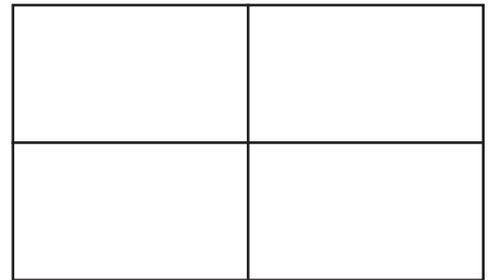
FINAL



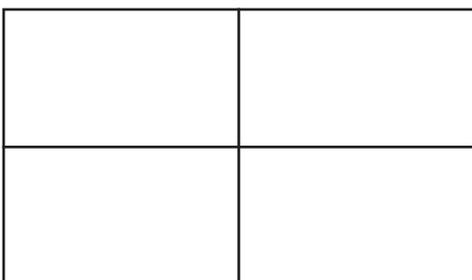
1. one-half



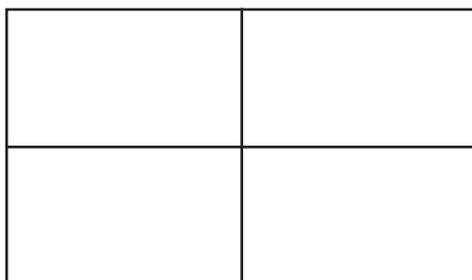
2. one-fourth



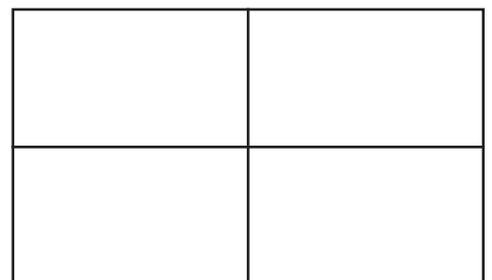
3. two-fourths



4. three-fourths



5. four-fourths

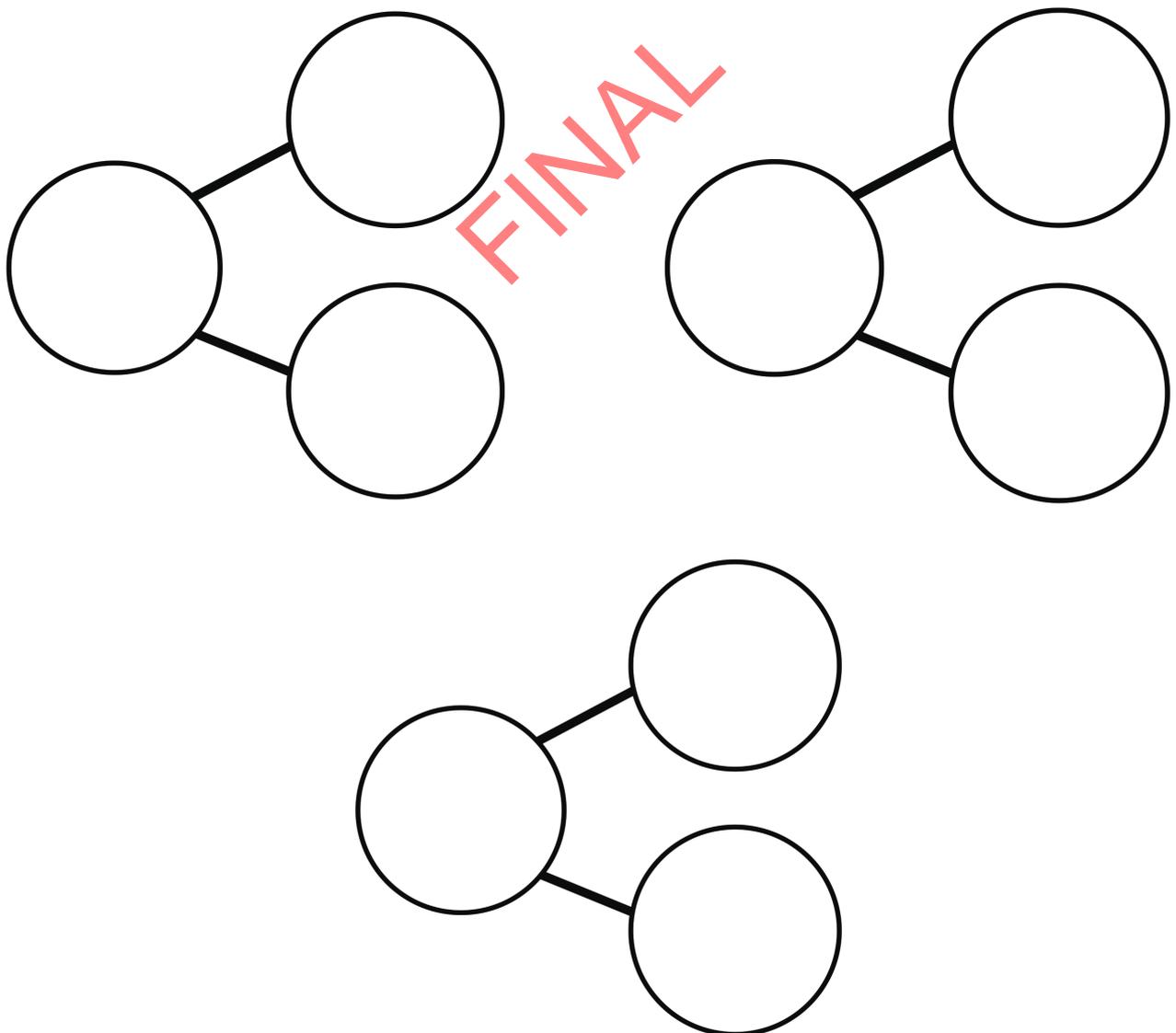


6. one whole

## LESSON 98

Daily Math Challenge:

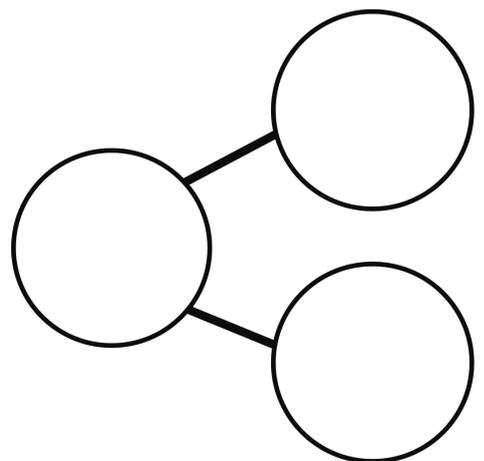
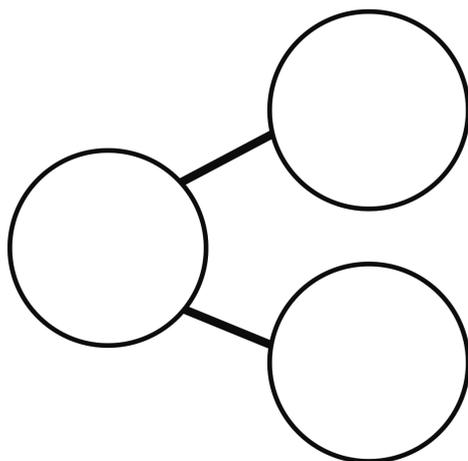
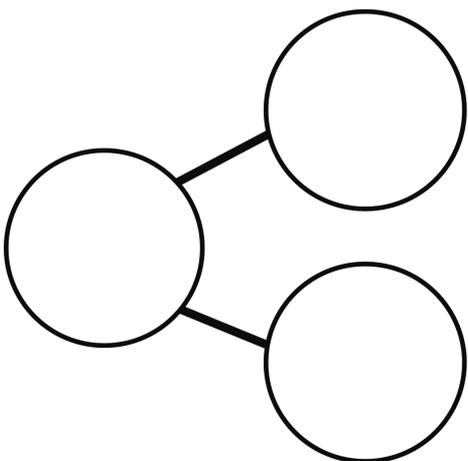
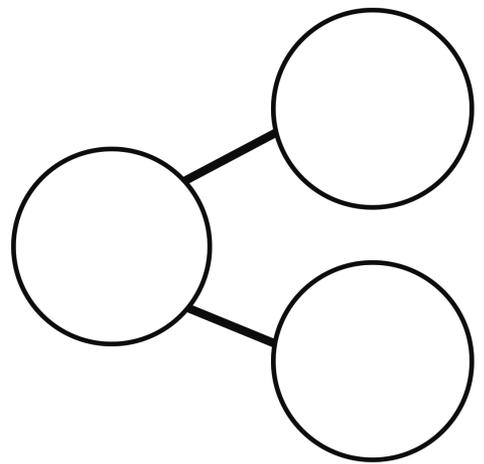
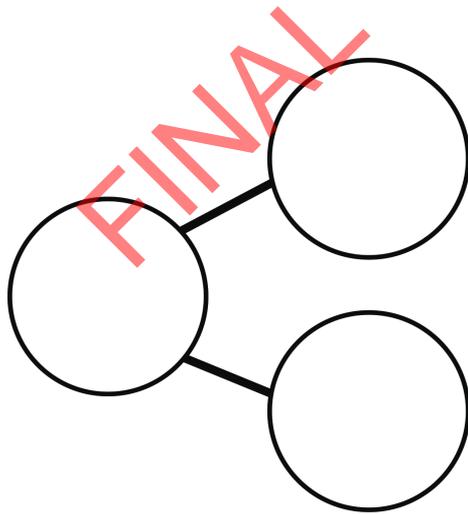
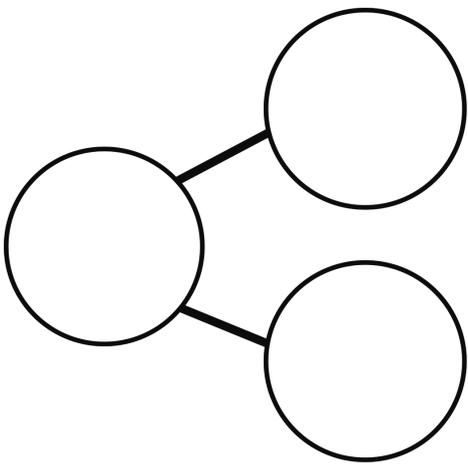
Draw counters to decompose 4. Complete the number bonds. Then, write the addition sentences to match.



# LESSON 99

Daily Math Challenge:

Decompose 10 into two parts. Try as many different ways as you can. Create a number bond and a number sentence for each.



## LESSON 100

Daily Math Challenge:

Draw 100 objects. Use the next page if you need to.

FINAL

FINAL

## LESSON 101 Part 1

Daily Math Challenge:

FINAL

## LESSON 101 Part 2

Draw pictures to match each time of day. Write the time below the picture.

Starting School

Eating Lunch

FINAL

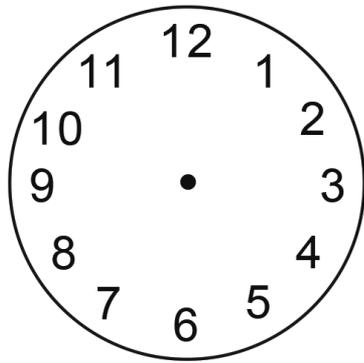
Finishing School

Going to Bed

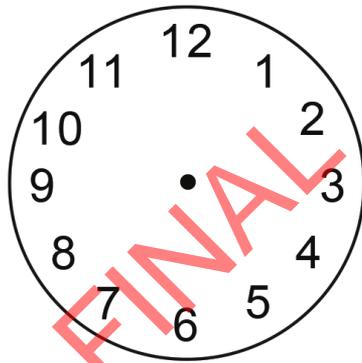
# LESSON 102

Daily Math Challenge:

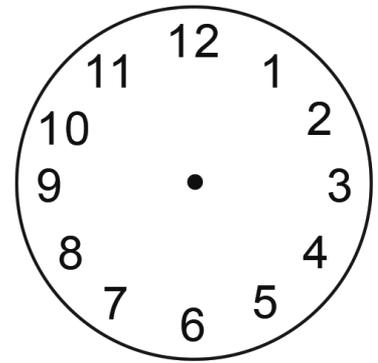
Draw hands on the clocks to match the times on the board.  
Then, write the time in the digital clocks.



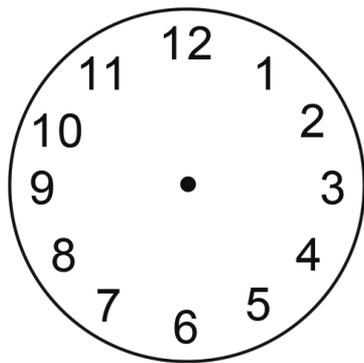
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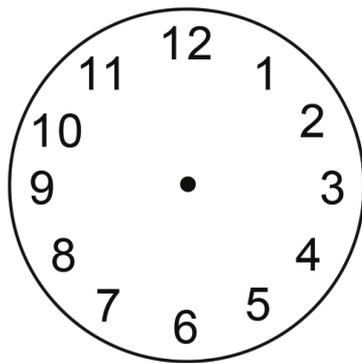
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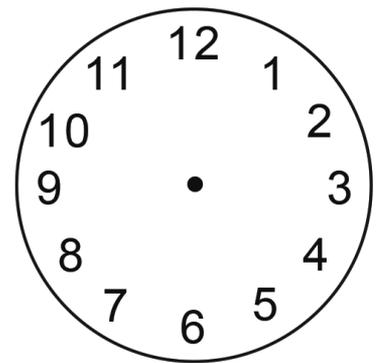
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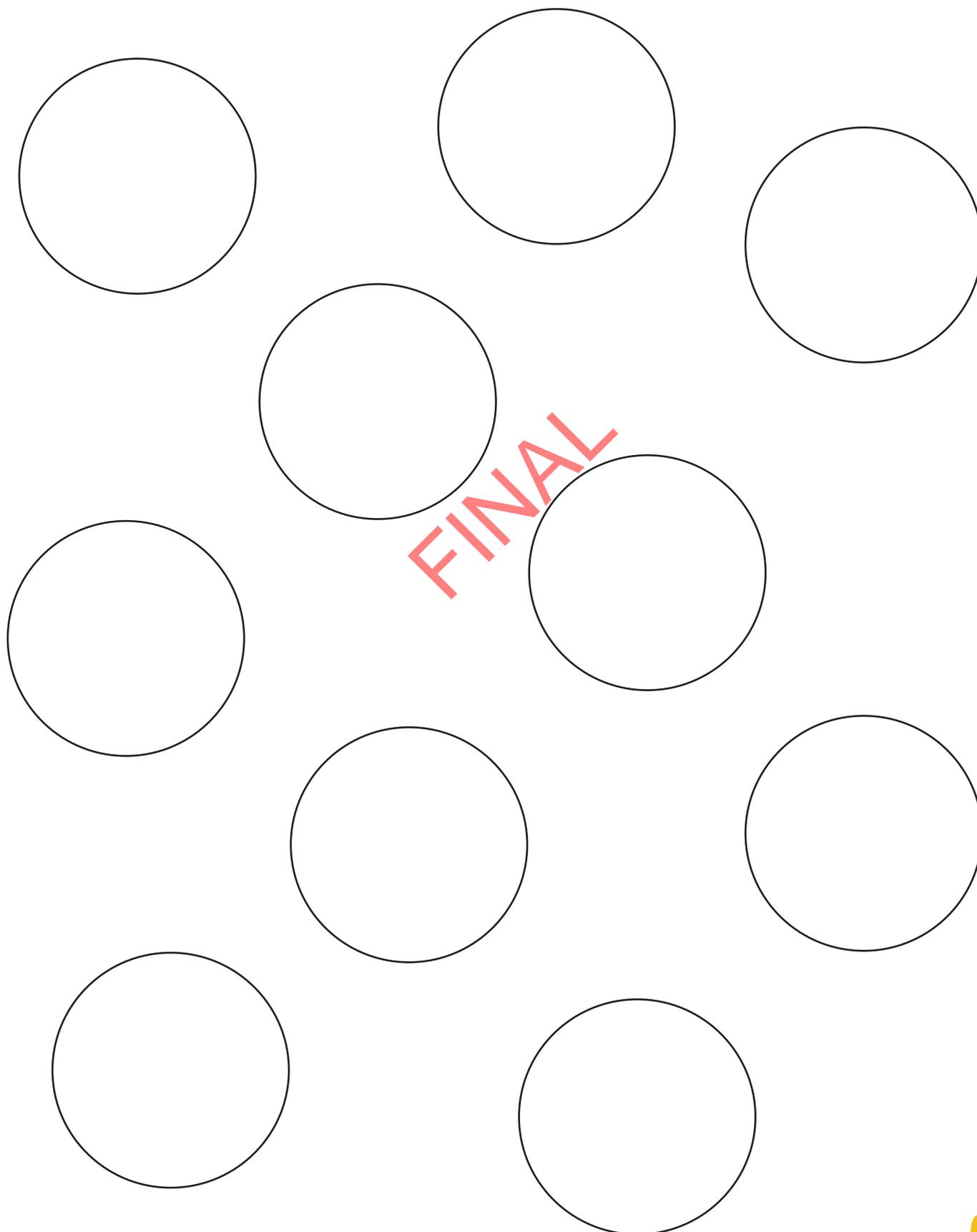
**LESSON 103 Part 1**

Daily Math Challenge:

FINAL

## LESSON 103 Part 2

Write a number from 1 to 20 in each circle below. Decide how you will travel around the board. Draw arrows to each circle you visit and write the addition or subtraction problem next to each arrow.



**LESSON 104**

Daily Math Challenge:

FINAL

## LESSON 105

Daily Math Challenge:

Write down the LE notes your group used to make 67 pounds.

FINAL

Write down the LE notes other groups used to make 67 pounds.

## LESSON 106

Daily Math Challenge:

I had 60 LE. I spent 50 LE. How much change should I get?  
Show your work below.

FINAL

## LESSON 107

Play Tip Out 10 and complete the chart.

Color 1	Color 2	Draw and color the counters	Addition sentence
			_____ + _____ = 10
			_____ + _____ = 10
			_____ + _____ = 10
			_____ + _____ = 10
			_____ + _____ = 10
			_____ + _____ = 10
			_____ + _____ = 10
			_____ + _____ = 10
			_____ + _____ = 10
			_____ + _____ = 10
			_____ + _____ = 10

FINAL

## LESSON 109

Solve the problems below by making 10. Show your work and record your answers.

$$5 + 8 = \underline{\hspace{2cm}}$$

$$3 + 9 = \underline{\hspace{2cm}}$$

$$6 + 2 = \underline{\hspace{2cm}}$$

$$7 + 8 = \underline{\hspace{2cm}}$$

FINAL

## LESSON 110

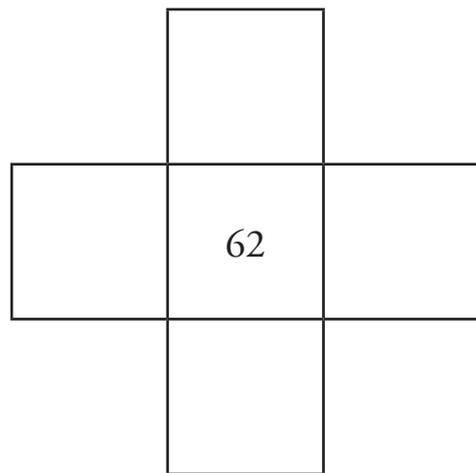
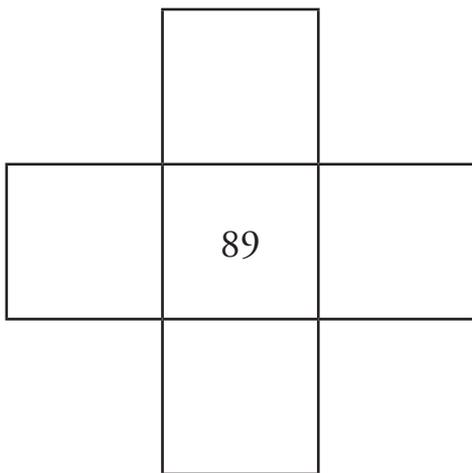
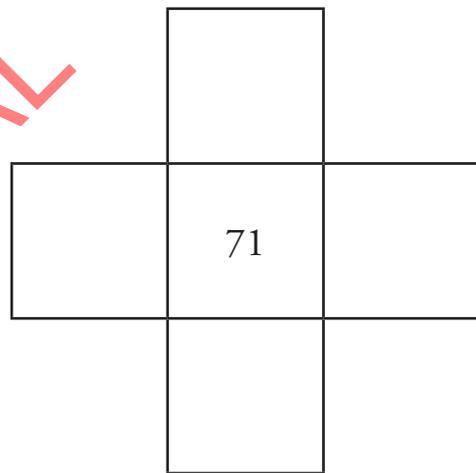
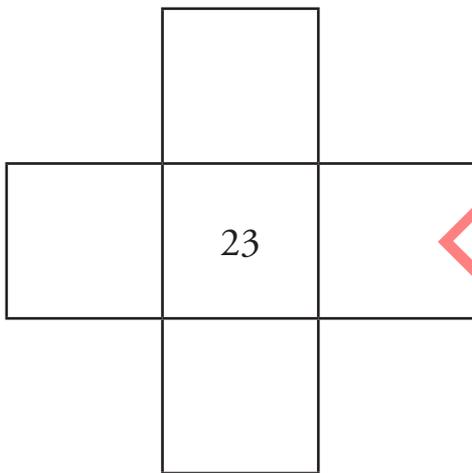
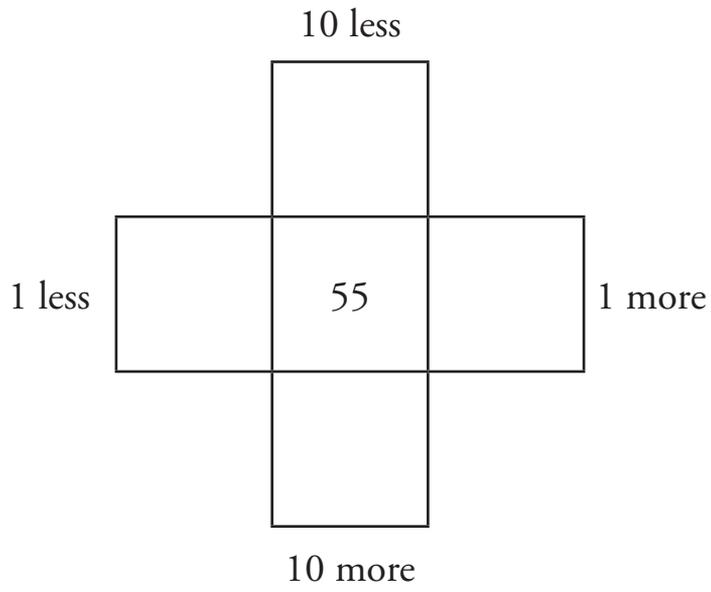
Solve the problem by making 10. Show your work and record your answer.

$$13 + 2 = \underline{\hspace{2cm}}$$

FINAL

# LESSON 111

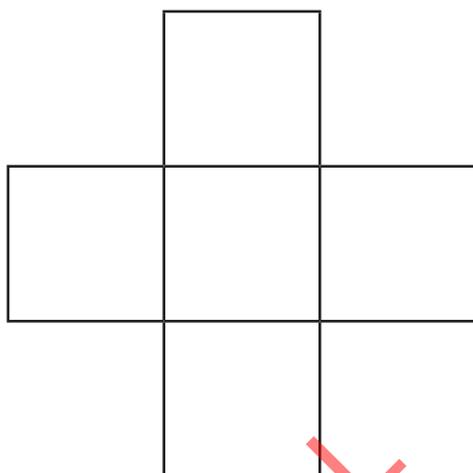
Fill in each box to show 10 more, 10 less, 1 more, and 1 less.



FINAL

## LESSON 112

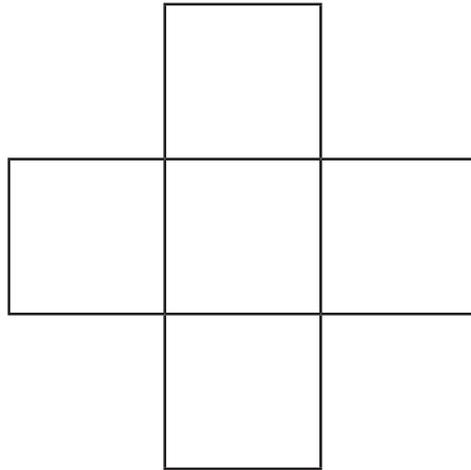
Daily Math Challenge:



FINAL

## LESSON 113

Daily Math Challenge:



Solve the addition problems.

$$\begin{array}{r} 34 \\ + 5 \\ \hline \end{array}$$

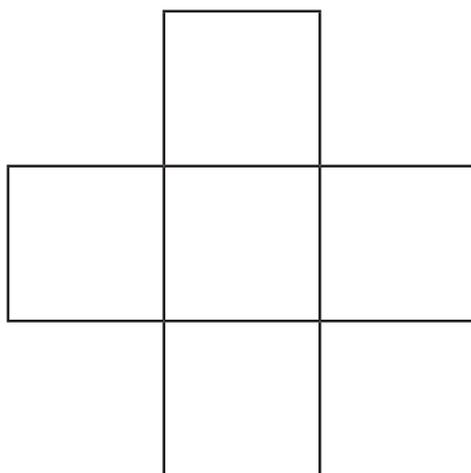
$$\begin{array}{r} 81 \\ + 7 \\ \hline \end{array}$$

$$\begin{array}{r} 13 \\ + 3 \\ \hline \end{array}$$

$$\begin{array}{r} 90 \\ + 9 \\ \hline \end{array}$$

## LESSON 114

Daily Math Challenge:



Write the addition problems and solve.

1.

2.

3.

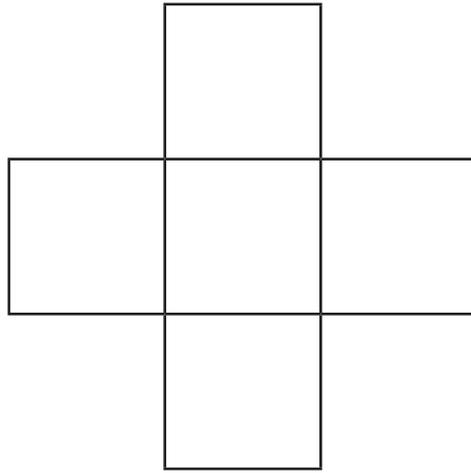
4.

5.

6.

## LESSON 115

Daily Math Challenge:



Solve the addition problems.

$$\begin{array}{r} 91 \\ + 8 \\ \hline \end{array}$$

$$\begin{array}{r} 65 \\ + 34 \\ \hline \end{array}$$

$$\begin{array}{r} 23 \\ + 76 \\ \hline \end{array}$$

$$\begin{array}{r} 42 \\ + 57 \\ \hline \end{array}$$

## LESSON 116

Daily Math Challenge:

1		3	4			7	8		10
---	--	---	---	--	--	---	---	--	----

	9	8		6		4	3		1
--	---	---	--	---	--	---	---	--	---

Make as many two-digit numbers as you can from: 6 8 1

FINAL

Decompose the two-digit numbers into Tens and Ones.

## LESSON 117

Daily Math Challenge:

10		30	40			70	80		100
----	--	----	----	--	--	----	----	--	-----

	90	80		60		40	30		10
--	----	----	--	----	--	----	----	--	----

Write the subtraction problems and solve.

1.

2.

3.

FINAL

4.

5.

6.

## LESSON 118

Daily Math Challenge:

5		25	35		55	65			95
---	--	----	----	--	----	----	--	--	----

95		75		55			25		5
----	--	----	--	----	--	--	----	--	---

Solve the subtraction problems.

$$\begin{array}{r} 95 \\ - 32 \\ \hline \end{array}$$

$$\begin{array}{r} 72 \\ - 41 \\ \hline \end{array}$$

$$\begin{array}{r} 37 \\ - 16 \\ \hline \end{array}$$

$$\begin{array}{r} 56 \\ - 52 \\ \hline \end{array}$$

FINAL

## LESSON 119

Daily Math Challenge:

8	18	28			58	68			
---	----	----	--	--	----	----	--	--	--

98		78		58			28		
----	--	----	--	----	--	--	----	--	--

Work with your partner to solve these missing number problems.

$$15 - 4 = \underline{\quad}$$

$$15 - \underline{\quad} = 4$$

$$4 + \underline{\quad} = 15$$

$$\underline{\quad} + 4 = 15$$

$$3 + \underline{\quad} = 9$$

$$\underline{\quad} + 3 = 9$$

$$9 - 3 = \underline{\quad}$$

$$9 - \underline{\quad} = 3$$

## LESSON 120

Daily Math Challenge:

5	10	15			30	35		45	
---	----	----	--	--	----	----	--	----	--

50	45		35	30			15	10	
----	----	--	----	----	--	--	----	----	--

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Egyptian Knowledge Bank  
بنك المعرفة المصري

