



Connect

Primary 3

Student's Book



Term 1
Nicola Gardner

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 (Education 2.0) 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. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives, keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture 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 counsellors 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 and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and 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 transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

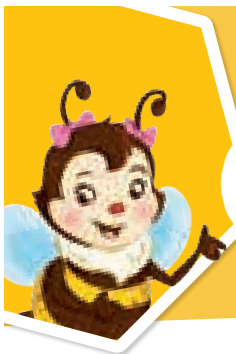
The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our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



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Scope and Sequence:

Theme I

Who am I?

Unit	Vocabulary	Language	Phonics
1 I feel happy!	angry, excited, happy, hungry, sad, thirsty, tired	How do you feel? I feel happy. He feels happy. She is excited.	ee: feel, bee, sleep ea: leaf, clean, eat, meat
2 What's the matter?	cold, cough, fever, headache, sick, well; stomach, bone, heart, skin	What's the matter? I have a fever. I'm sick because I have a headache.	ck: sick, black sk: skin, skirt, sky
3 On the weekend	collecting magnets, drawing pictures, listening to music, playing sports, singing a song, taking photos light and dark colors	I am playing sports. I like (playing sports), but I don't like (singing). I draw pictures on Saturdays. I play tennis at ten thirty-five.	ng: sing, fishing sp: sports, space, spider
Review 1	Revision of units 1-3		





Life skills	Values	Issues and challenges	Integrated cross curriculum topics
Communication skills: Self-expression: Talking about feelings	Perseverance Compassion	Social participation Preventative health	Science: A healthy lifestyle Math: Measuring lengths using millimeters and centimeters; Using bar charts
Self-management: Realizing the importance of keeping safe while using medicines; keeping healthy Empathy Resilience	Independence Compassion	Therapeutic health Preventative health	Science: Parts of the body; Personal hygiene; Medicines and safety
Creativity Empathy	Participation Compassion	Non-discrimination for people with special needs	Math: Telling the exact time Art: Describing colors Science: Magnets
Self-management Self-assessment			



Scope and Sequence:

Theme 2

The world around me

Unit	Vocabulary	Language	Phonics
4 I love my home	<i>armchair, bookcase, chair, clock, cupboard, lamp, couch, table, television</i>	<i>What's in the living room?</i> <i>There's a clock. It's next to the bookcase.</i> <i>There are chairs across from the TV.</i>	air: hair, chair, pair ear: ear, beard
5 At the zoo	<i>elephant, giraffe, hippo, lion, panda, penguin; plant, pollute, recycle, reuse, glass, paper, plastic</i>	<i>Where are the hippos?</i> <i>Go straight. Turn left/right.</i> <i>How about going to the elephants?</i> <i>Good idea!</i>	ph: photo, elephant wh: white, whale, when, where
6 Let's go to the circus!	<i>clown, ringmaster, dog trainer, trapeze artist, quadrilaterals, square, rectangle, rhombus, angle, side, corner, circus people, tally chart, bar chart</i>	<i>What does the clown look like?</i> <i>He is tall and thin.</i> <i>What's that?</i> <i>It's my pencil case.</i> <i>It's my rectangle.</i>	ou: cloud, mouse, mouth, pound ow: clown, cow, flower
Review 2	Revision of units 4-6		
Fiction reader		Malak's Dream	





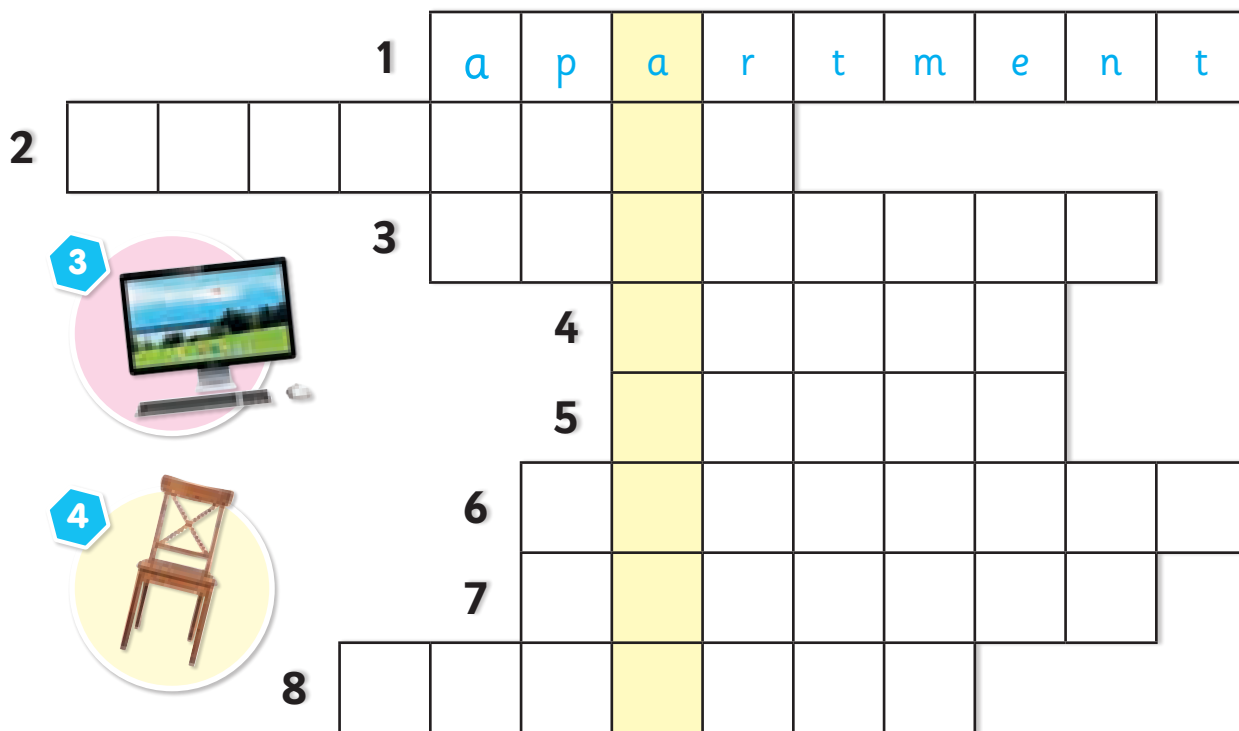
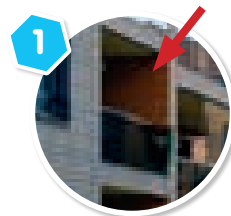
Life skills	Values	Issues and challenges	Integrated cross curriculum topics
Collaboration	Cooperation Respect	Loyalty and belonging	Social Studies: Helping at home Math: Multiplication and division Science: Natural resources in Egypt
Communication Critical thinking	Independence Curiosity	Awareness of duties and rights Environmental responsibility	Social Studies: Using a map Science: Animal habitats Math: Understanding fractions
Respect for diversity Creativity: Appreciation of art and skill Problem-solving	Curiosity Appreciation of science	Community participation	Art: Performing art Math: Quadrilaterals; Finding information on a graph Science: Using simple experiments to answer a question
Communication Participation			
Communication Problem-solving	Respect for others	Non-discrimination for people with special needs	



Let's remember



1 Look and write. What is the mystery word in yellow?



The mystery word is:

.....



2 Read and match the questions and answers

- | | |
|---------------------------------------|--|
| 1 Are there any bananas? | a These are my toys. |
| 2 What do you have in your apartment? | b I'm fine. |
| 3 How are you? | c It's next to the supermarket. |
| 4 What are these? | d No, there aren't. There are some apples. |
| 5 Where's the station? | e I have a kitchen, a living room, two bedrooms, and a bathroom. |

Vocabulary

Lesson 1



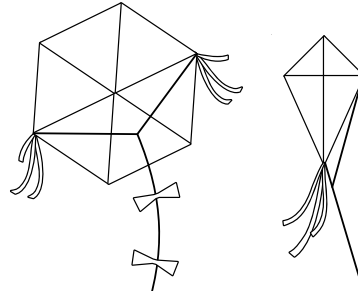
3 Read and trace

1



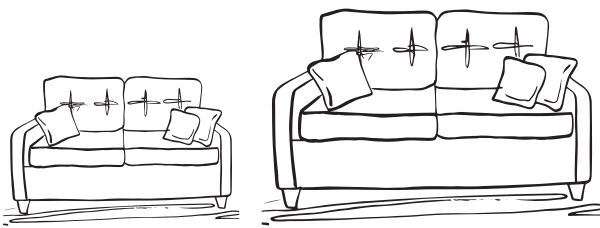
There's a short, blue robot / doll.

2



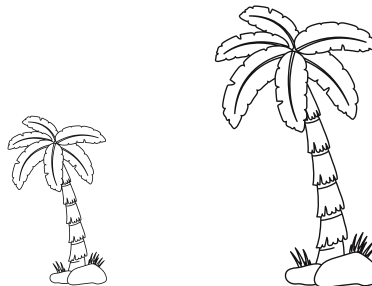
I have a big yellow kite / book.

3



This is a small, red couch / computer.

4



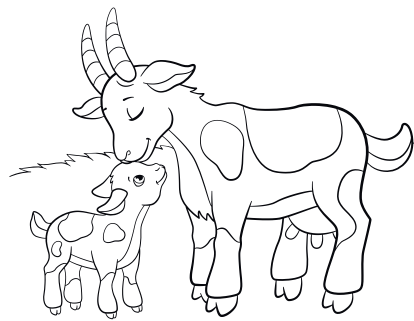
It's a tall, green tree / park.

5



This is a big, pink flower / tree.

6



This is a small, gray donkey / goat.

Speaking

Lesson 2



1 Listen, point, and say



2 Look, ask, and answer

Is there a river?

Yes, there is.

Are there any balloons?

No, there aren't. There are some footballs.

Writing

Lesson 2



3 Listen and read. Write the places on the map

Sherif's house museum restaurant station store

1

2

3

4

5

Red Road

Green Road

Apple Road

Park Road

supermarket

Sherif's house

Start



Amir, where is Sherif's house?



Go straight, turn right into Green Road, and turn right into Apple Road. It's on the left.

Thank you!





4 Look, read, and complete

Hi! I'm Dina! I have a computer  . I look at the 

on my computer. I use my  and  to

find everything.

I have a  . I take photos on my  .

Theme 1: Who am I?

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Unit 1

I feel happy!



1 Look, listen, and repeat



2 Where are the characters?

1

I feel **happy** today.
How do you feel, Hana?

2

I feel **excited**! Daddy is coming home soon! How do you feel, Youssef?

3

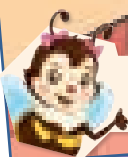
It's hot. I feel **thirsty**.

4

Me too, and I feel **hungry**.

5

Let's go to the kitchen to have something to eat!



3 How do you feel today? Work with a partner

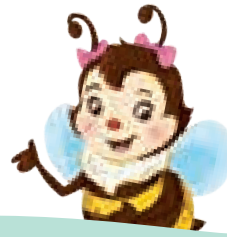
Listening

Lesson 1

Unit
1



4 Listen, point, and say



I feel **happy!**



I feel **excited!**



I feel **hungry.**



I feel **thirsty.**



I feel **angry!**



I feel **tired.**



I feel **sad.**

Tip!

We can use an exclamation mark (!) for strong feelings.



Language:

How do you feel? I feel (happy).



Self-expression:

Talking about feelings

Lesson 1

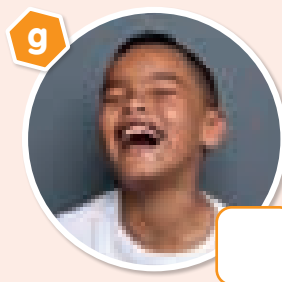
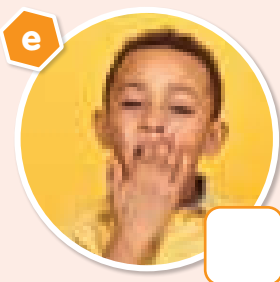
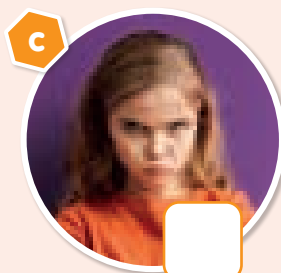
Unit
1



5 Look, read, and match



5



1 I feel **angry!**

2 I feel **happy!**

3 I feel **tired.**

4 I feel **excited!**

5 I feel **sad.**

6 I feel **thirsty.**

7 I feel **hungry.**



6 Sing

I feel thirsty, thirsty, thirsty.
How do you feel?
I feel angry, angry, angry.
How do you feel?

I feel hungry, hungry, hungry.
How do you feel?
I feel happy, happy, happy.
And we hope you do too!



7 Look and listen. How does Mommy feel?



8 Listen again and complete with the words

unhappy

can

kitchen

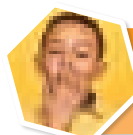
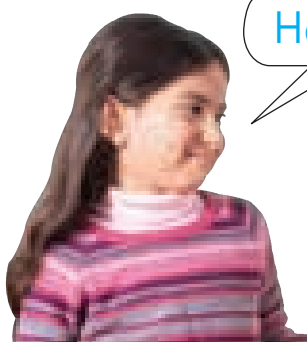
living room

Hany and Hana are at home in their They are talking to Mommy. Mommy feels and tired.

Hana and Hany help her. They can clean the Now Mommy is very happy.



9 Ask and answer


Language:
How do you feel? I feel ...


How do you feel?



I feel angry. I can't find my pen.



Science:

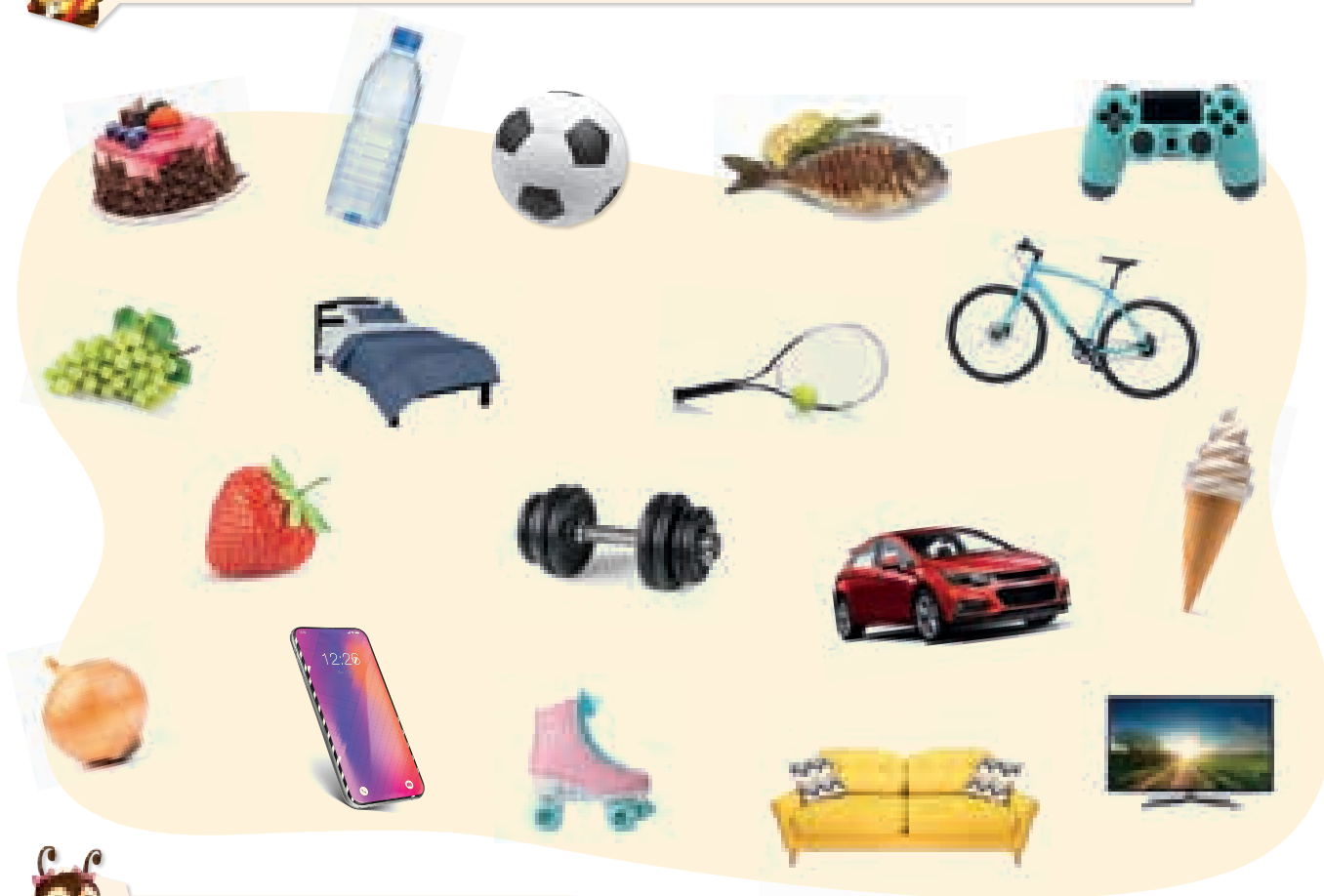
A healthy lifestyle

Lesson 2

Unit
1



1 Look and circle the things for a healthy lifestyle



2 Read and match

1 drink

2 eat

3 sleep

4 play

5 go

6 don't go

a by car

b 8 hours every night

c water

d outside

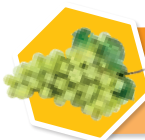
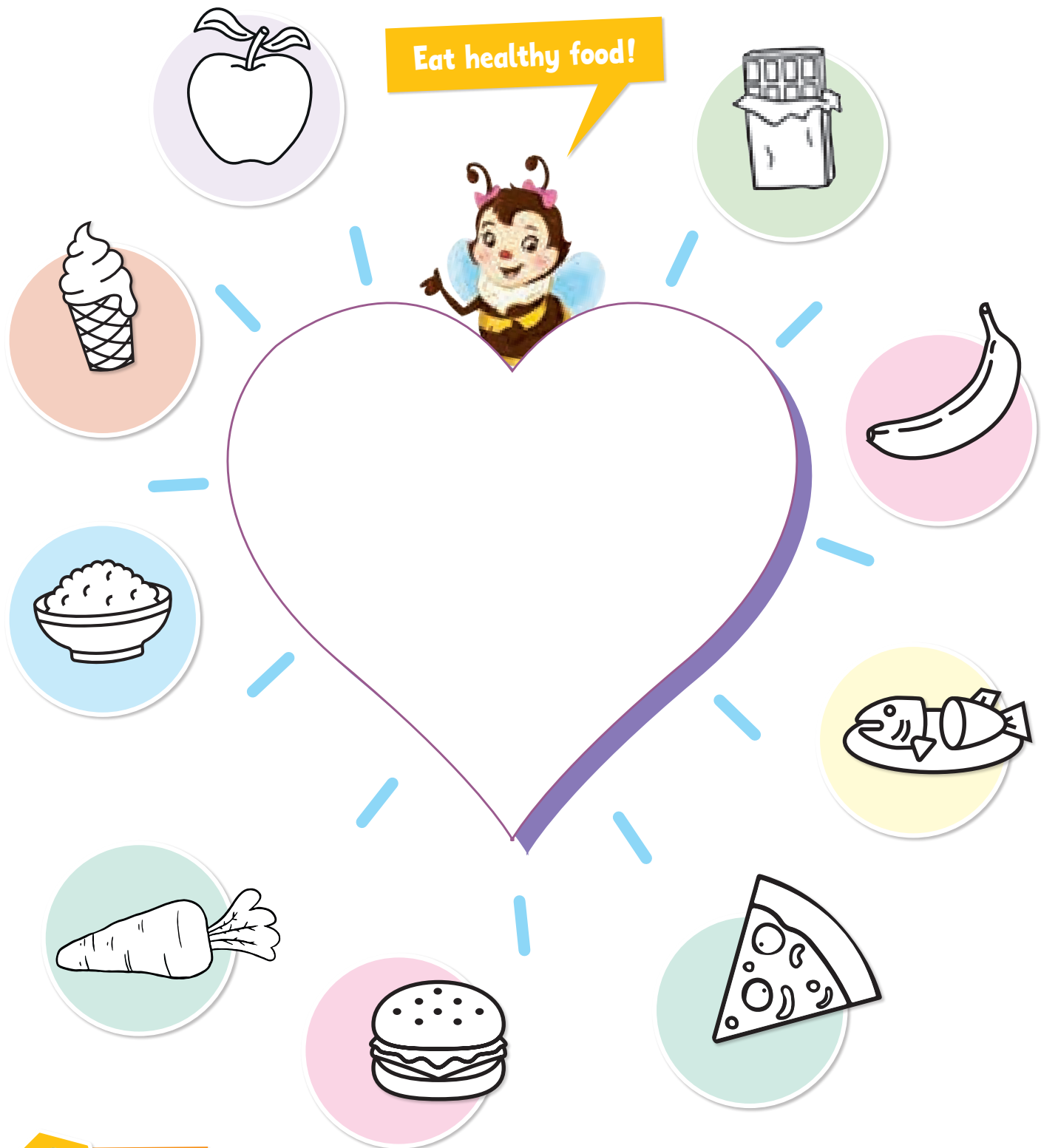
e fruit and vegetables

f sports

12



3 Draw and color the healthy food in the heart



Values:

healthy lifestyle, healthy food



Issues:

Preventative health

Lesson 3

Unit
1



1 Check the things for good health

Watch television

☐

Eat chocolate cake

☐

Sleep for 8 hours

☒

Eat bananas

☐

Drink water

☐

Drink cola

☐

Walk to school

☐

Play tennis

☐

Play board games

☐

Play football

☐

Sleep for 4 hours

☐

Play video games

☐

Exercise

☐

2 Write 4 things you do to keep healthy

1

2

3

4



Vocabulary:

watch television, eat (chocolate cake, bananas), sleep for 8 hours, drink (water, cola), walk to school, play (tennis, board games, football, video games), exercise



3 Look and read

My name is Amira. Look at my healthy lunchbox. I help my mom prepare my lunchbox. I wash the vegetables and fruit. Mom cuts the carrots and cucumbers, and I make the sandwich. I don't like to drink cola. Mom makes some fresh orange juice and on some days I take a bottle of milk. I like healthy food because it makes me feel strong.



4 Read and write *Amira* or *Mom*

- 1 Washes the vegetables and fruits.
- 2 Cuts the carrots and cucumbers.
- 3 Makes the sandwiches.
- 4 Doesn't like to drink cola.
- 5 Sometimes makes fresh oranges juice.
- 6 Takes a bottle of milk to school.



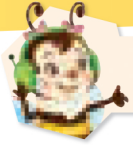
Learn sounds

with Busy Bee!

e e e a

Lesson 4

Unit 1



1 Listen and read. Then say

e e



feel happy

bee



e a



leaf



clean



2 Look and complete the words with **ee** or **ea**

1



sl__ _p

2



__ _t

3



l__ _f

4



m__ _t

5



cl__ _n

6



b__ _



Phonics:

the ee and ea sounds

a b c d e f g h i j k l m
n o p q r s t u v w x y z



Learn to write

with Busy Bee!

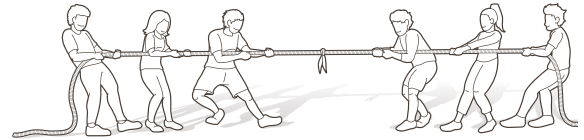
Lesson 4

Unit
1



3 Read, trace, and color

1 I feel happy. I play with my team.



2 The bee is on the green leaf.



3 Dareen meets her friend Shereen.



5 Complete the table with the opposites. Then say

unhappy

short

small

healthy

big

tall

happy

unhealthy

Tip!

You can use *un-* on some words to mean not.

unhappy = not happy

unhealthy = not healthy



Learn to write

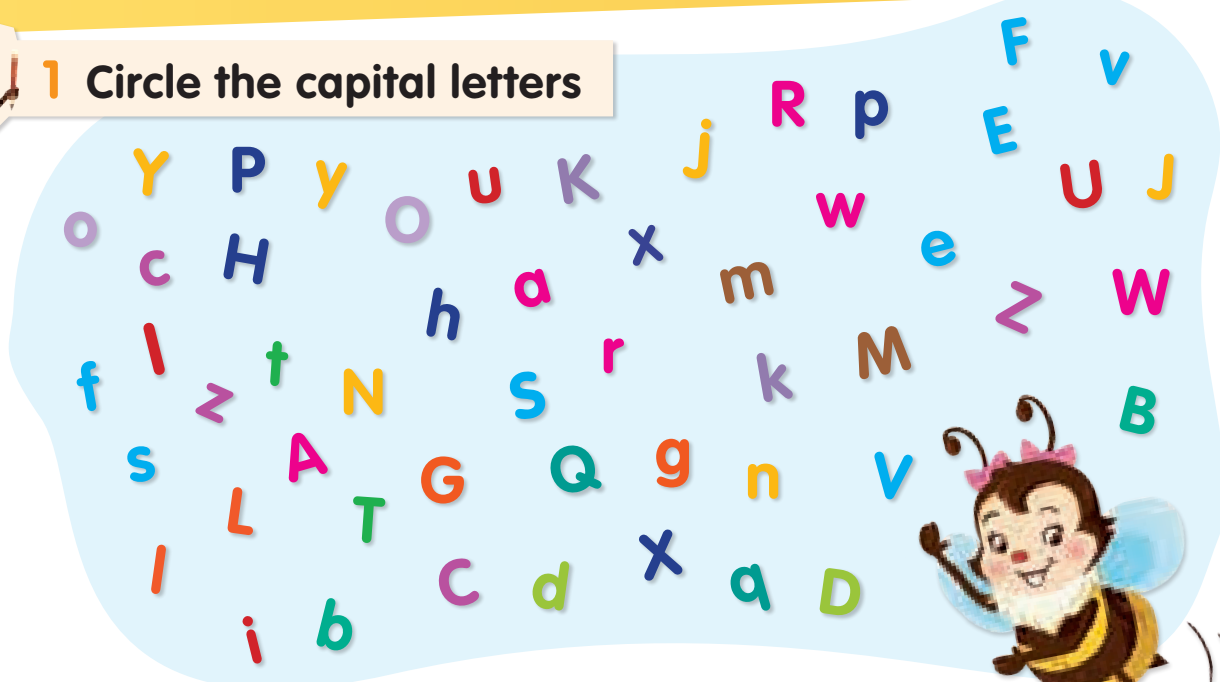
with Busy Bee!

Lesson 5

Unit
1



1 Circle the capital letters



2 Reorder to make sentences. Add the correct punctuation and capital letters

1 feels – she – tired

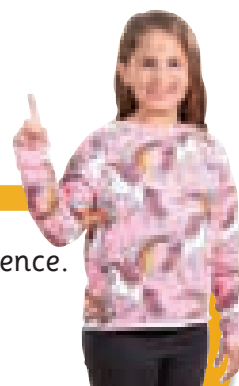
She feels tired.

2 eats – food – he – good

3 marwan – eight – sleeps – hours – for – a day

Tip!

- 1 We have a capital letter (A, B, C, D, etc.) on the first word of the sentence.
- 2 We use capital letters for names of people.
- 3 We have a period (.) at the end of the sentence.



Writing skills:

capital letters and periods

Reading

Lesson 5

Unit
1



3 Listen and read

Hany and Hana are in the kitchen.



Hana: Hi Hany!

Hany: Hi Hana. How do you feel?

Hana: I feel thirsty and hungry,
but we had a great game!

Hany: I can make you a sandwich!

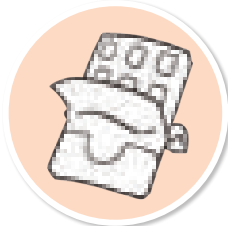
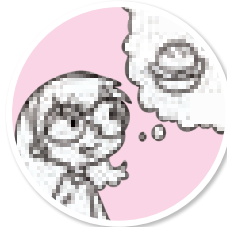
Hana: Thank you. You
are very **kind**!

Hany: Have some juice.

Hana: Thank you!



4 Read again and color the correct items



5 Read and complete

Hany and Hana are at home in the kitchen. Hana feels _____
and _____. Hany is _____. He makes Hana a
_____ and he gives her some _____.



Math:

Measurements

Lesson 6

Unit
1



1 Listen, read, and complete

millimeters

centimeter



- 1 There are 10 millimeters in a _____.
- 2 I am 127.4 centimeters tall – I am 127 centimeters and four _____ tall.

Tip!

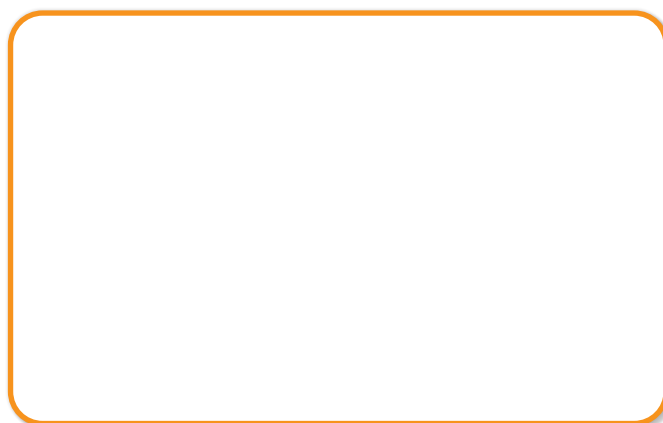
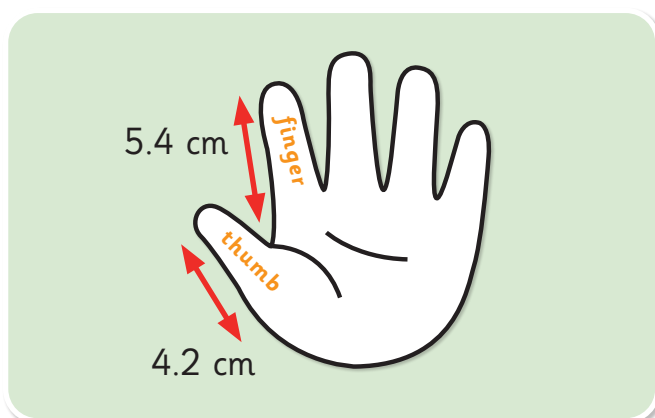
centimeters = cm
millimeters = mm



2 Look, read, and measure



3 Draw your hand and complete the measurements

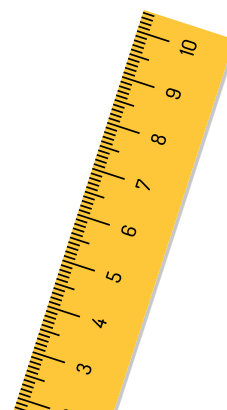


This is my hand. My finger is 5.4 centimeters and my **thumb** is 4.2 centimeters.

This is my hand.
My finger is centimeters and my thumb is centimeters.



4 Now measure and write about your leg





5 Listen and read. How tall are the children?



Adam



Lara



Maged



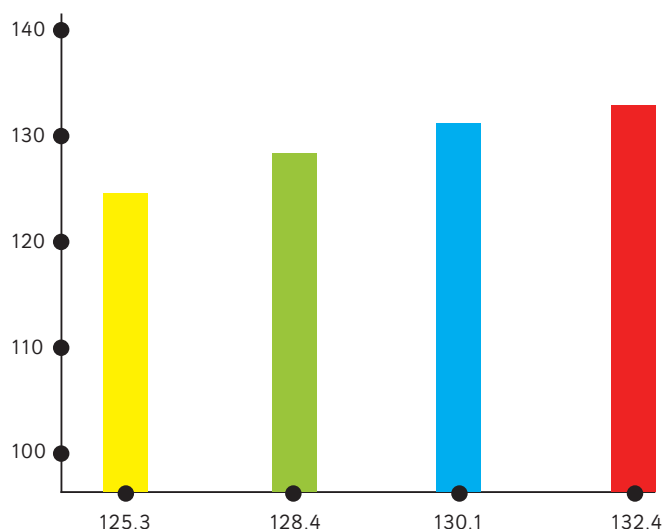
Fareeda

Adam, Fareeda, Maged, and Lara measure how tall they are.

- **Maged** is 128.4 cm tall.
- **Lara** is 130.1 cm tall.
- **Adam** is 132.4 cm tall.
- **Fareeda** is 125.3 cm tall.



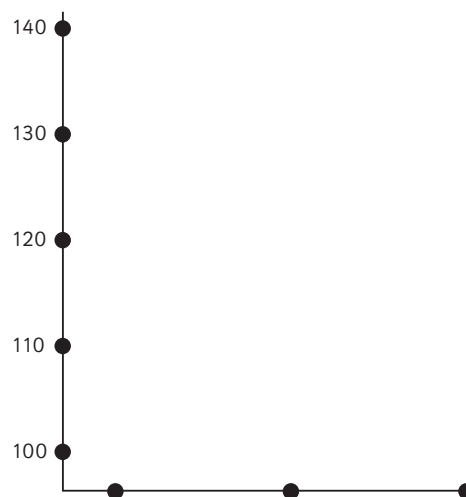
6 Look at the bar chart, and write the names



Fareeda



7 In groups of three, measure your heights. Complete the bar chart



8 Write about your group's heights

1 I am _____ cm tall. 2 _____ is _____ cm tall.

3 _____



Measurements:

centimeters and millimeters



Project:

Healthy lunchbox

Lesson 7

Unit
1

You will need:



colored card



white paper



scissors



colored pencils



glue



1 Make your lunchbox

1

Choose your colored cardboard.



3

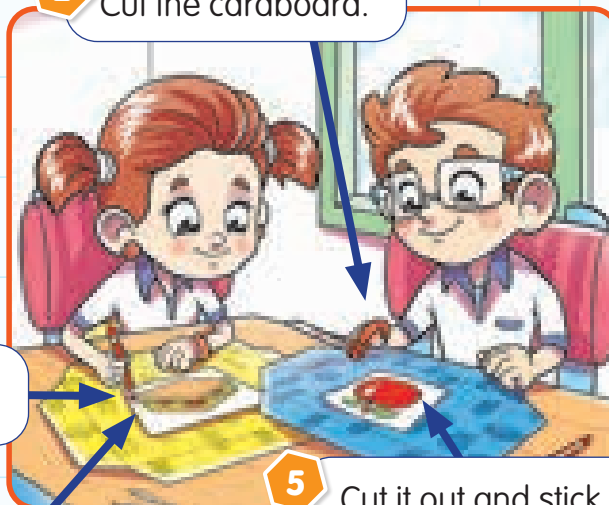
Draw healthy food and drink on the white paper.

4

Color your food and drink.

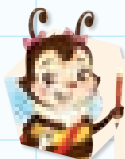
2

Cut the cardboard.



5

Cut it out and stick it in your lunchbox.



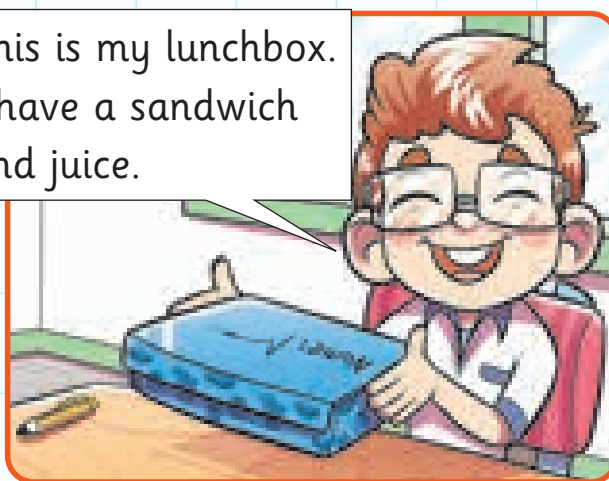
2 Show your lunchbox to your partner



6

Write your name on the front of your lunchbox.

This is my lunchbox.
I have a sandwich
and juice.



Show and tell

Lesson 7

Unit
1



2 Show and tell



Self Assessment



Language:

It's my healthy lunchbox. I have ...



Read and color the stars that describe your effort

Reading and speaking



I can read a text from the book about feelings with my teacher's help.



I can read a text from the book about feelings on my own.



I can read a text about feelings, and talk about my own feelings.



Writing



I can trace sentences. I can write words on a topic.



I can reorder words to make sentences. I can complete a text with words.



I can write sentences with correct capitalization. I can write sentences on a given topic.



Phonics



I can read words with the ee/ea sounds.



I can read sentences that have words with ee/ea sounds.



I can write sentences that have words with ee/ea sounds.



Science: A healthy lifestyle



I can say things about a healthy lifestyle.



I can say whether a thing is good or bad for a healthy lifestyle.



I can say other things that are good or bad for a healthy lifestyle.



Math: measurements



I can say how long or how tall a thing or a person is.



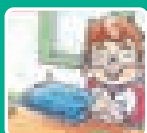
I can write how long or how tall a thing or a person is.



I can compare the lengths or heights of people or things.



Project



I can work alone to make my healthy lunchbox.



I can work with a group to make a healthy lunchbox, and help other group members.



I can work with my group to make my healthy lunchbox, and talk about it to my friends.



Teacher Assessment

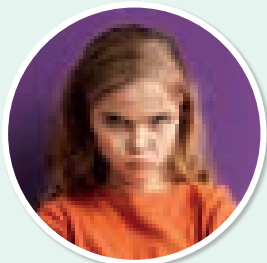


23

Play time



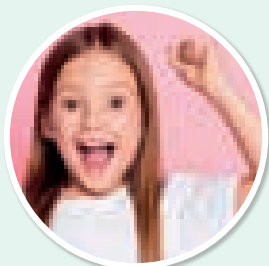
1 Complete the feelings



1 I feel _n_r_!



2 I feel _ _ n _ r _.



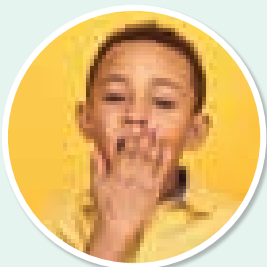
3 I feel e _ _ i _ e _!



4 I feel _ _ d.



5 I feel _ _ ir _ _ _.



6 I feel _ _ r _.



7 I feel _ _ p _ _!



2 Write the sentences. Use capital letters and periods

1 she feels tired She feels tired.

2 we met aser in the park _____

3 mona and mazen are excited _____

4 the leaf is green _____



3 Look at the pictures and circle the correct words for a healthy lifestyle



t	t	o	o	q	r	e	t	i	o	a	c	g
d	r	i	n	k	w	a	t	e	r	q	d	h
o	b	p	r	b	o	t	h	a	t	x	t	o
e	k	j	n	b	u	g	m	e	y	z	e	y
x	u	l	n	g	o	o	u	t	s	i	d	e
e	s	l	e	e	p	o	o	u	m	t	r	f
r	f	k	s	r	p	d	p	c	n	y	o	b
c	f	t	e	e	l	f	r	x	k	u	p	v
i	p	l	a	y	f	o	o	t	b	a	l	l
s	m	t	n	e	x	o	g	z	m	i	m	o
e	n	w	a	l	k	d	h	n	u	d	n	l



Unit 2

What's the matter?



1 Look at the picture. Is Dad OK? Look, listen, and read

1 Dad, are you OK?

2 No, I feel sick.

3 What's the matter?

4 I have a **headache**.

5 Can I get you anything?

6 Yes please, a glass of water and my **medicine**.

7 Sure.

Listening and reading

Lesson 1

Unit
2



2 Listen, read, and say



I have a **headache**.



I have a **cold**.



I have a **cough**.



I have a **fever**.



3 Read and put in order



- ☐ No, I don't feel well.
- ☒ 1 Are you OK?
- ☐ What's the matter?
- ☐ I'm sick because I have a headache.
- ☐ Yes, please. Thank you.
- ☐ Can I get you some medicine?



4 Listen and check



Language:

What's the matter?
I have a (cold). I feel sick.



Self-expression:

Talking about feelings

Lesson 1

Unit
2



5 Find and write

a	l	u	b	e	h	p	f
h	e	a	d	a	c	h	e
c	a	m	d	i	r	s	v
o	u	h	e	s	t	p	e
l	o	y	d	e	s	e	r
d	c	o	u	g	h	l	i
e	r	s	t	o	w	l	m



.....



.....



.....



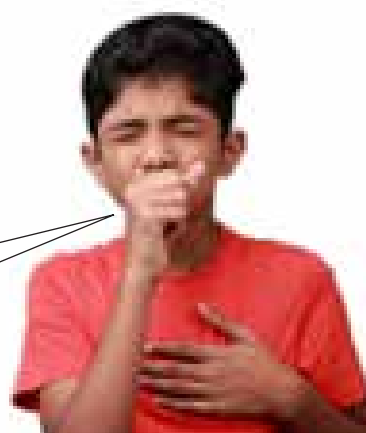
.....



6 Role play. Ask and answer



What's the matter?



I have a cough.

Therapeutic health:

What's the matter?

Lesson 1

Unit
2

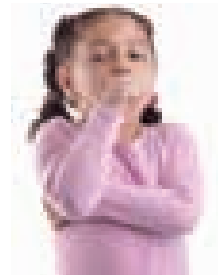


7 Look, read, and circle



Arwa: I have a cold.

- a) Play football.
- b) Cover your nose and mouth with a tissue.



Inji: I have a cough.

- a) Drink water with lemon.
- b) Go swimming.



Mazen: I have a headache.

- a) Listen to some loud music.
- b) Try to sleep.



Ibrahim: I feel sick.

- a) Play with your friends.
- b) Go to the doctor.



Akram: My stomach hurts.

- a) Go to the doctor.
- b) Play tennis.



Hend: I have a fever.

- a) Take a cold shower.
- b) Take a hot shower.



8 Listen and check

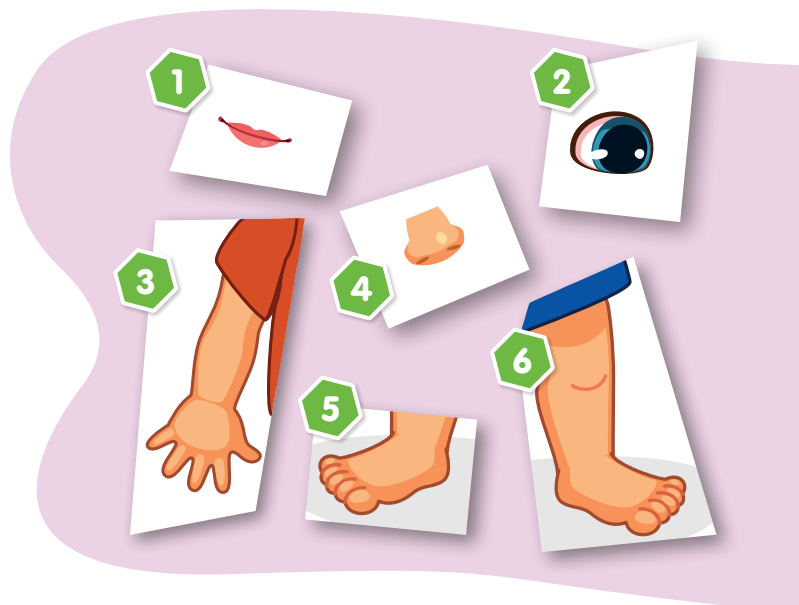
Listening

Lesson 2

Unit
2



1 Look, draw, and number



2 Listen and say the body parts



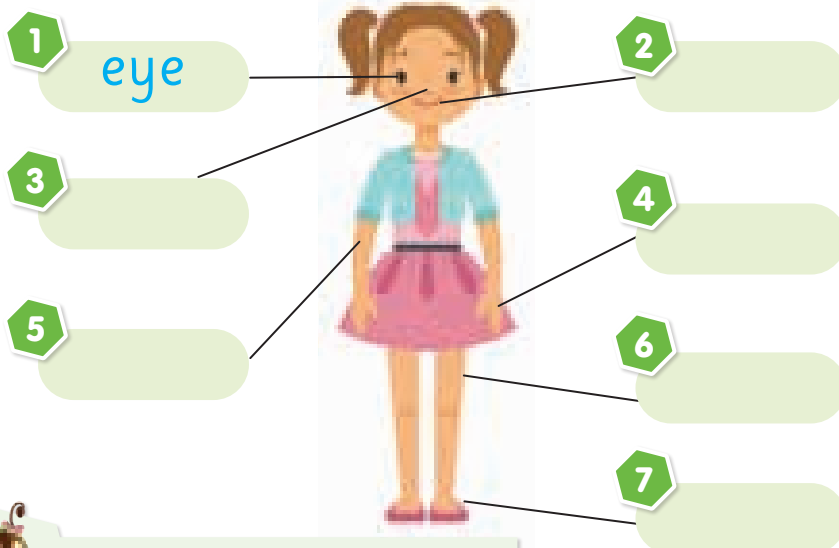
3 Look and write



Vocabulary:

mouth, eyes, nose, arm,
hand, foot, feet, leg

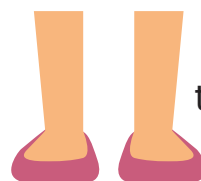
foot arm leg mouth nose ~~eye~~ hand



Tip!



one **foot**



two **feet**



4 Listen and check

Listening and reading

Lesson 2

Unit
2



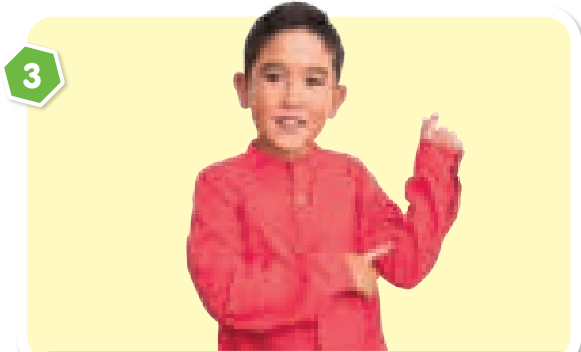
5 Listen, read, and say



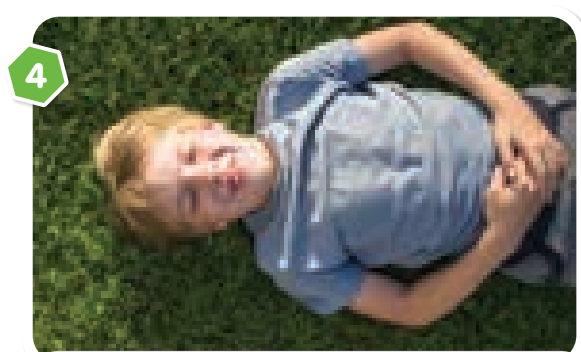
This is my **heart**. It pumps blood to my body.



This is my **skin**. It protects my body.



This is my **bone**. It helps me move.



This is my **stomach**. It digests food.



6 Ask and answer

What does my stomach do?



It digests food.



Language:

This is my (heart). It (pumps blood).



Self-management:

Medicine and safety

Lesson 3

Unit
2



1 Medicine is dangerous. Look, read, and put a ✓ or ✗

1



Medicine is in a **low** cupboard.

2



Medicine is in a bag.

3



Drink medicine
without an adult.

4



Drink medicine
with an adult.

5



Medicine is on a
high **shelf**.



2 What is dangerous? Look again and complete

Dangerous

Safe

.....
.....
.....
.....
.....

.....
.....
.....
.....
.....



3 Listen, read, and complete

doctors

nurses

medicine

hospital

When we are ill, we
go to the

The and
nurses help us. They
are very kind.

Doctors and

check our health. They give us They are very
important to us.



4 Read and choose the correct answer **a** or **b**

1 Who can give you medicine?

a an adult

b a child

2 Where do we go when we are ill?

a school

b hospital

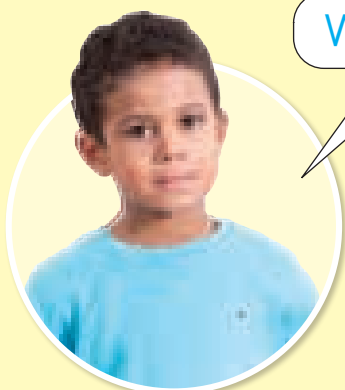
3 What do doctors and nurses do?

a They check our health.

b They take our medicine.



5 Read and role-play



Why are doctors important?

They look after us
when we are ill.





Learn sounds

with Busy Bee!

Lesson 4

Unit
2

c

k

s

k



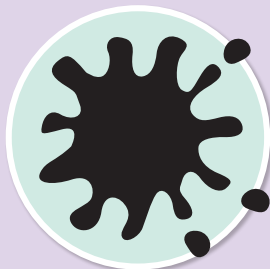
1 Listen and repeat

c k

sick



black



s k



skin



skirt

sky



2 Listen and unscramble

1

ckik

2

pkis

3

lockc

4

cudk

Tip!

Words can begin
or end with sk.

Words can end
with ck, but
words can never
begin with ck.



Phonics:

the ck and sk sounds

a

b

c

d

e

f

g

h

i

j

k

l

m

n

o

p

q

r

s

t

u

v

w

x

y

z



Writing skills:

Making questions and writing correctly

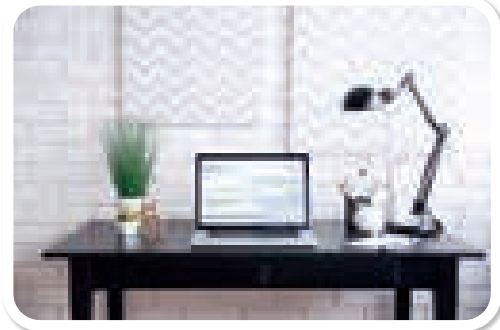
Lesson 4

Unit
2



3 Listen and complete

- 1 The d _ _ _ is black.
- 2 The girls p _ _ _ in the garden.
- 3 The boy k _ _ _ _ the ball.



Tip!

When we write questions we use ? (a question mark). Trace the question mark.

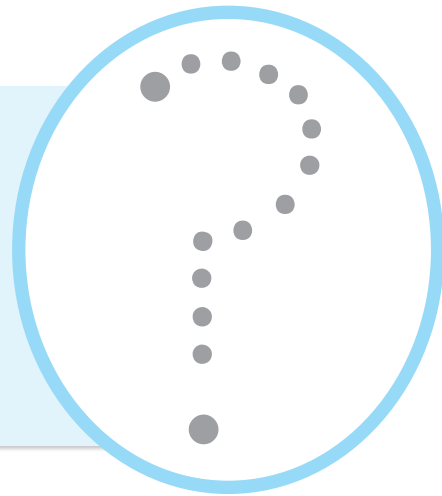


4 Listen again and say



5 Read and trace the questions

- 1 How do you feel?
- 2 Does he feel sick?
- 3 Why are nurses important?



6 Read and write . or ?

- | | |
|---------------------------|------------------------------------|
| 1 How are you <u>?</u> | 2 I have a fever ____ |
| 3 What's the matter ____ | 4 My skin protects my body ____ |
| 5 I feel happy ____ | 6 Are you OK ____ |
| 7 She speaks English ____ | 8 Can I get you some medicine ____ |



Issues:

Preventative health — keeping healthy

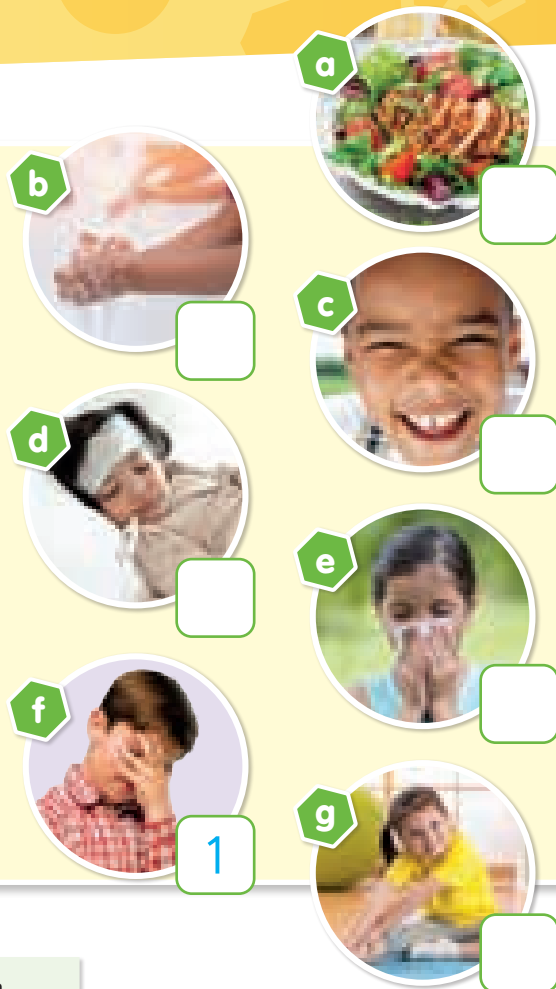
Lesson 5

Unit
2



1 Look, read, and match

- 1 Don't touch your face.
- 2 Stay at home if you have a fever.
- 3 Cover your mouth and nose with a tissue if you have a cold.
- 4 Eat healthy food.
- 5 Exercise.
- 6 Wash your hands with soap.
- 7 Smile and be happy.



2 Look at the pictures and write how to keep healthy







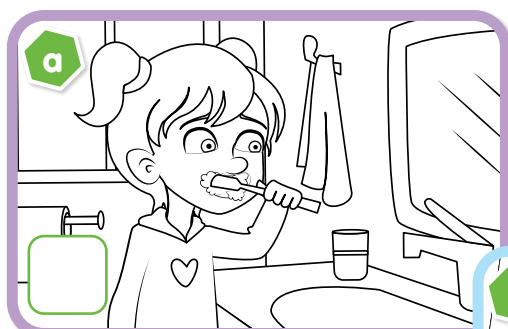


Language:

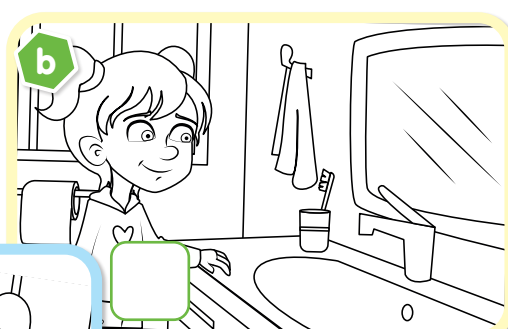
Eat healthy food.
Don't touch your face.



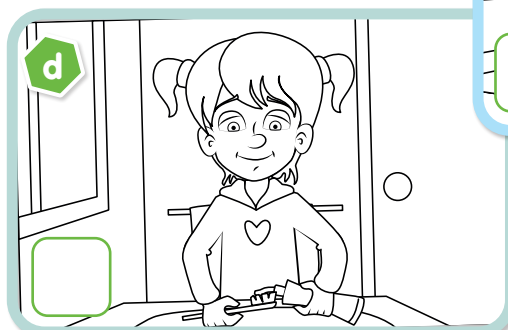
3 Look and number the steps for brushing your teeth. Then trace and color



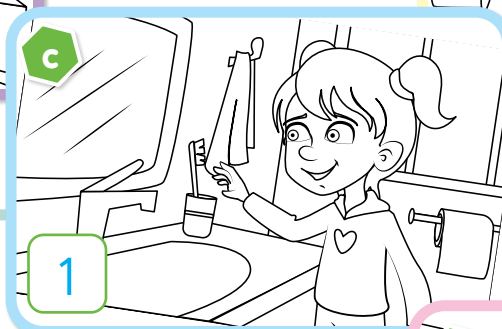
Brush your teeth well.



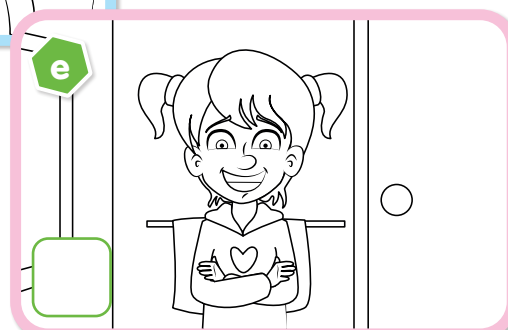
Put your brush back.



Put some toothpaste on the brush.



Use your brush.



Now your teeth are clean.



4 Here are the steps for washing your hands. Read and draw

1 Turn on the water.

2 Wet your hands.

3 Take the soap.

4 Cover your hands with water.

5 Dry your hands.



Life skills:

Empathy

Lesson 6

Unit
2



1 Put the dialog in order

- ☐ What do you do?
- ☐ I work in a hospital.
- ☐ I'm a nurse. I help sick children.
- ☒ 1 What's your name?
- ☐ Where do you work?
- ☐ Do you like your job?
- ☐ Yes, I like my job!
I like seeing happy, healthy children when they go home.
- ☐ I'm Sara.



2 Look, find, and write

h	o	s	p	i	t	a	l
e	c	p	i	i	d	j	y
a	n	u	r	s	e	a	o
l	c	h	m	i	k	n	e
t	b	b	h	c	g	t	m
h	w	l	u	k	f	l	e
y	r	d	o	c	t	o	r
a	n	g	d	k	s	i	f



1

hospital



2



3



4



5

Values:

Lesson 6

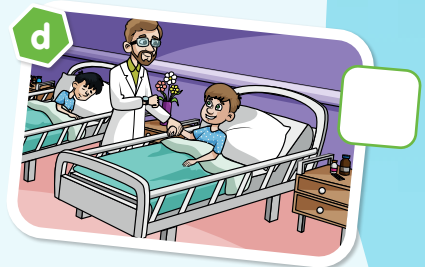
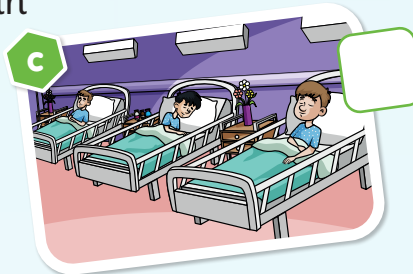
Unit
2

Independence: At the hospital



3 Read and match

- 1 My name is Hossam. I'm sick. I'm in the hospital.
- 2 There are a lot of beds in my room.
- 3 I wake up and I eat breakfast.
- 4 Nurses help me. They give me medicine.
- 5 I study in the hospital too.
- 6 In the afternoon, I see the doctor. He is kind.
- 7 I can go home tomorrow. I'm happy.



1



4 Role-play



Values:
Independence



Project:

A happy hygiene poster

Lesson 7

Unit
2

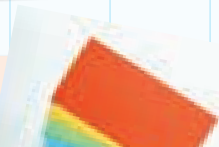
You will need:



scissors



glue



poster paper



colored pens and pencils



1 Read and make your poster



How to make your poster:

- 1 Choose your pictures.
- 2 Color your pictures.
- 3 Cut your pictures and stick on your poster.
- 4 Write ideas to keep the school clean.



Show and tell

Lesson 7

Unit
2



2 Show and tell

Self Assessment



Language:

I cover my face when I have a cold. I drink water with lemon when I have a cough.



Read and color the stars that describe your effort

Reading and speaking



I can read about illnesses and how to protect myself from them with my teacher's help. ★

I can read about illnesses and how to protect myself from them. ★★

I can read and talk about illnesses and how to protect myself from them. ★★★

Writing

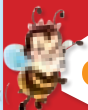


I can trace and complete simple sentences. I can reorder the steps of a process. ★

I can complete sentences with words. I can complete a text or a table with words. ★★

I can write complete, simple sentences or questions using (?) or (.). I can write simple sentences on a given topic. ★★★

Phonics



c k s k

I can read words with ck/sk sounds. ★

I can write words with ck/sk sounds. ★★

I can write sentences with words with ck/sk sounds. ★★★

Self-management: Medicines and safety



I can read about medicine and safety. ★

I can say tips about medicine and safety. ★★

I can say other tips about medicine and safety. ★★★

Therapeutic health

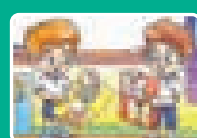


I can read about ways to keep healthy. ★

I can talk about ways to keep healthy. ★★

I can talk about my ways to keep healthy. ★★★

Project



I can work with a group to make a poster. ★

I can work with a group to make a poster, and help other group members. ★★

I can work with a group to make a poster, help other group members, and talk about the poster. ★★★

Teacher Assessment



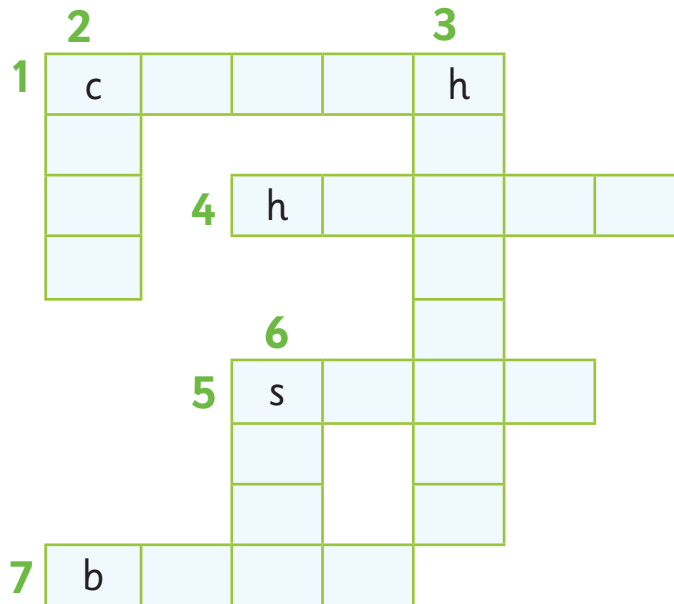
41

Play time



1 Complete the crossword with words from the unit

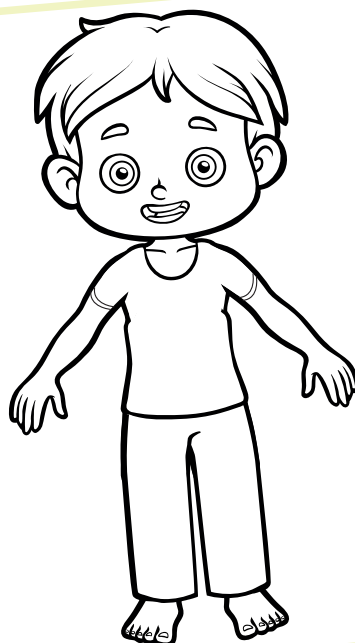
Across:



Down:



2 Color the body parts



Color the nose yellow.
Color the mouth red.
Color the eyes blue.
Color the hands orange.
Color the feet black.



3 Match the part of the body to its function

- 1 It digests food.
- 2 It pumps blood.
- 3 They help us move.
- 4 It protects the body parts.

- a Heart
- b Bones
- c Skin
- d Stomach

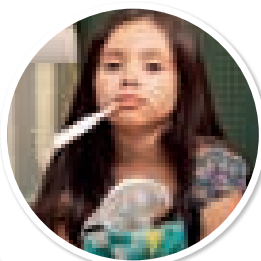


4 Circle ? or .

- 1 What's the matter ? / .
- 2 The cat is on the bed ? / .
- 3 Where is Youssef ? / .
- 4 How do you feel ? / .



5 Read and complete with ck or sk



1

si _ _



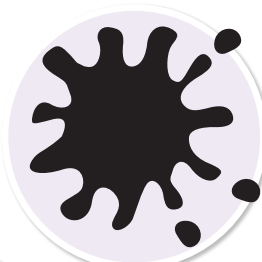
2

_ _ in



3

_ _ irt



4

bla _ _



5

_ _ y

Unit 3

On the weekend



1 Look, listen, and read

1

Hana, what are you drawing?

2

I'm drawing a cat.
I love cats.

3

Hany, what music
are you listening to?

4

I'm listening to **pop music**. It's very good!

5

I like drawing, but I don't
like listening to pop music!

6

Do you like collecting **magnets**?

7

Yes, I do.



2 Read and choose

Hany is

A

listening
to music

B

collecting
magnets

Vocabulary

Lesson 1

Unit
3



3 Listen, point, and say



playing sports



listening to music



collecting magnets



drawing pictures



taking photos



singing a song



4 Ask and answer



Vocabulary:

taking photos, drawing pictures, collecting magnets, listening to music, playing sports, singing a song

Do you like taking photos?

Yes, I do.



The present continuous tense



5 Complete the sentences

1



He is singing a song.

2



I am

3



They are

4



She is

5



You are

6



We are



6 Write about what you are doing today after school

.....

.....

.....



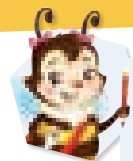
Language:

*I am (listening to music). He/She is (taking photos).
You/We/They are (collecting magnets.)*

Reading and writing

Lesson 1

Unit
3



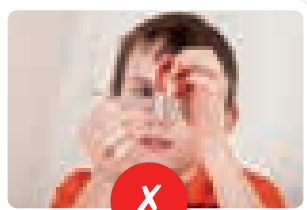
7 Complete the sentences with **and** or **but**

Tip!

and = I like ice cream 😊, and I like chocolate 😊.

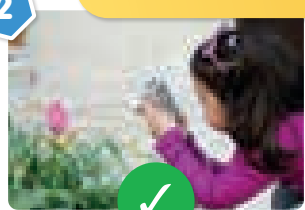
but = I like ice cream 😊, but I don't like chocolate ☹️.

1



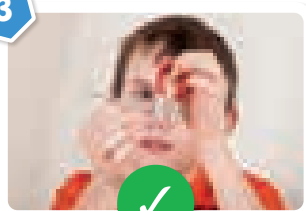
I like playing sports, **but**
I don't like collecting magnets.

2



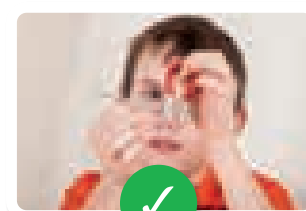
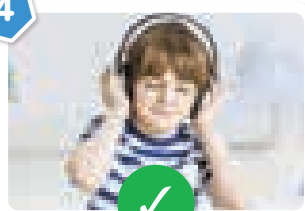
I like taking photos,
I like drawing pictures.

3



I like collecting magnets,
I don't like drawing pictures.

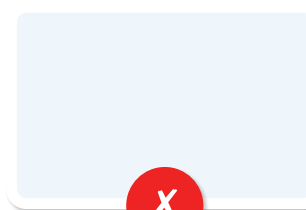
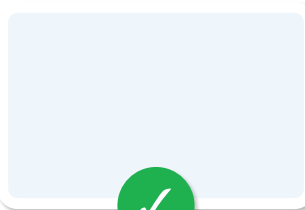
4



I like listening to pop music,
..... I like collecting magnets.



8 What do you like/don't you like doing. Draw and write using **and** or **but**

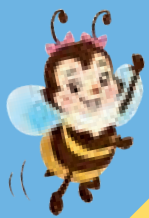


1

.....
.....
.....

2

.....
.....
.....



Art:

light and dark colors

Lesson 2

Unit
3



1 Look, point, and say. What colors can you see?



2 Match the pictures with the colors

1

light gray

2

dark blue

3

light pink

4

dark green

5

light green

6

dark pink

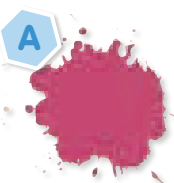
7

dark gray

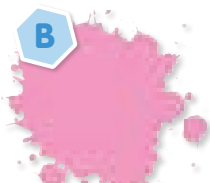
8

light blue

A



B



C



D



E



F



G



H



Tip!

light blue =



dark blue =





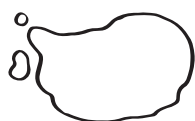
3 Color and write

light

dark



light blue



light green



dark pink



4 Read and color

Color the badge dark blue.

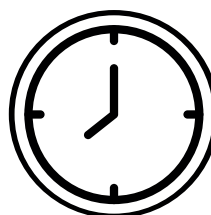
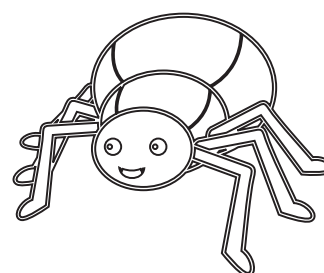
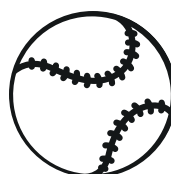
Color the photo light blue.

Color the spider dark gray.

Color the football light gray.

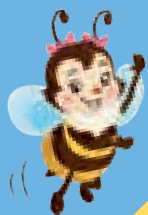
Color the tennis ball light green.

Color the clock light pink.



Vocabulary

pink, green, gray, blue; light and dark colors



Math:

what time is it?

Lesson 3

Unit
3



1 Listen and read

Half past



It's half past two.

It's two thirty.

Quarter past



It's quarter past nine.

It's nine fifteen.

Quarter to



It's quarter to five.

It's four forty five.



2 Look, point, and say

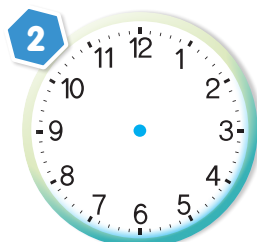


3 Listen, draw, and write



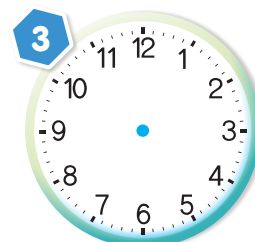
It's quarter past three.

It's three fifteen.



.....

.....



.....

.....

Listening and writing

Lesson 3


Unit
3

What do you do on the weekend?




4 Listen and complete the diaries with the names


1

 **Saturday** **Name** Youssef

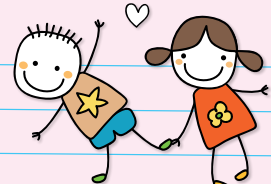
Take photos
Play sports




2

 **Saturday** **Name**


Draw pictures – art class
Grandma's house




3

 **Saturday** **Name**

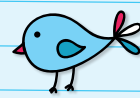
Play tennis
Have lunch



4

 **Saturday** **Name**

Singing class
Home for lunch





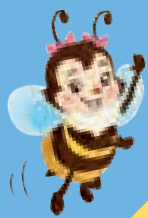
5 What do you do on Saturdays?
Complete the diary for yourself

Saturday

What do you do
on Saturdays?

I collect magnets
and I ...





Science:

Magnets

Lesson 4

Unit
3



1 Circle the things which the magnet attracts

1



bottle

2



string

3



paper clip

Tip!

A **magnet** attracts metal objects.

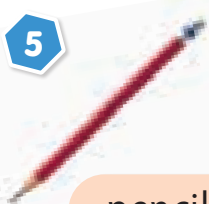


4



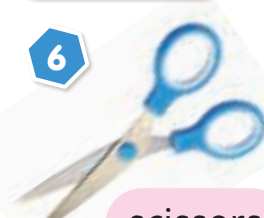
nail

5



pencil

6



scissors

7



glue

8



coin



2 Look at the pictures in Exercise 1 and sort

attracts

1

paper clip

2

3

4

doesn't attract

1

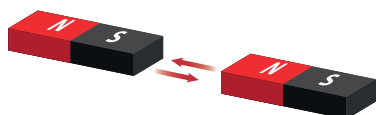
2

3

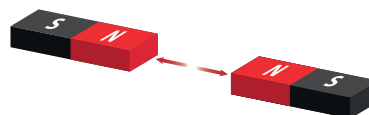
4



3 Listen, read, and guess



A **magnet** has two poles – a north pole (N) and a south pole (S). The north pole **attracts** the south pole. They **pull** together.



But the same **poles repel**. They **push** away.

A pole is ...

A

the end of a magnet.

B

the center of a magnet.

Reading and writing

Lesson 4

Unit
3



4 Look and complete

attract

north pole

~~pull~~

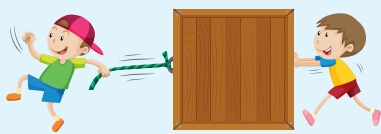
push

repel

south pole

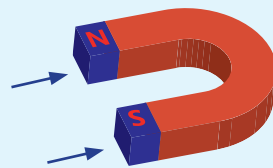
1

pull



2

3



4

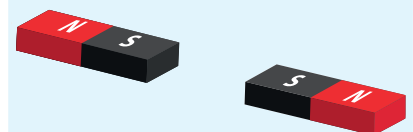
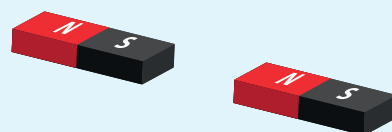
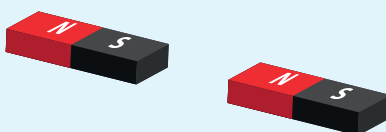
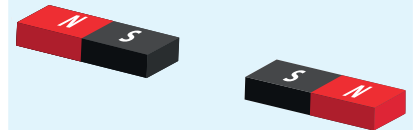
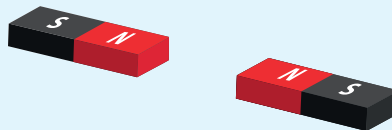
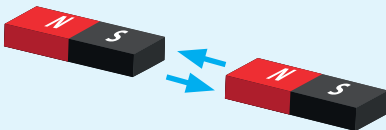
5



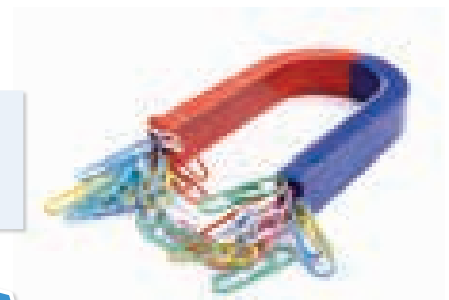
6



5 Draw a line to show the poles which attract



6 Find 3 things in the classroom which the magnet attracts. Write them



1

.....

2

.....

3

.....



Learn sounds

with Busy Bee!

n g s p

Lesson 5

Unit
3



1 Listen and read. Then say

ng

sing



fishing



sp

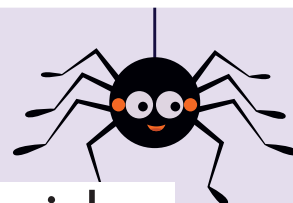
sports



space



spider



2 Look and complete the words

1



ki _ _

2



_ _ eaki _ _

3



livi _ _ room

4



_ _ ider

5



si _ _



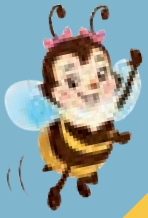
3 Listen and say



Phonics:

the ng and sp sounds

a b c d e f g h i j k l m
n o p q r s t u v w x y z



Learn to write

with Busy Bee!

Lesson 5

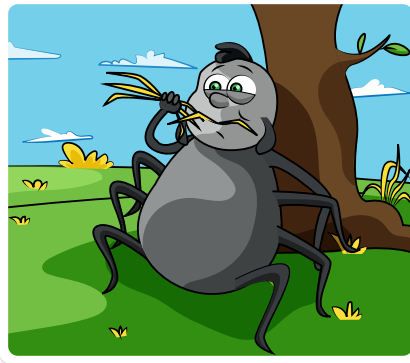
Unit
3



4 Look, read, and trace



The king is swimming.



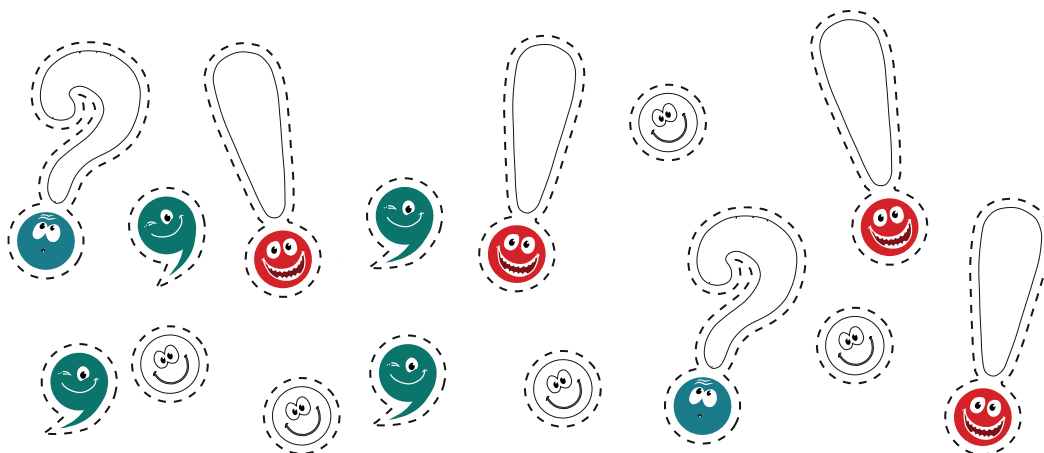
The spider is eating.



The girl is singing in her living room.



5 Trace and color the exclamation marks



Remember

We use an exclamation mark (!) to express strong feelings.



6 Complete the sentences with a period . , a question mark ? or an exclamation mark !

- | | |
|-------------------------|------------------------------------|
| 1 I feel very angry ... | 2 What's your name ... |
| 3 I am Egyptian ... | 4 I am very excited ... |
| 5 What's the matter ... | 6 She learns English at school ... |



Issues:

Non-discrimination for people with special needs

Lesson 6

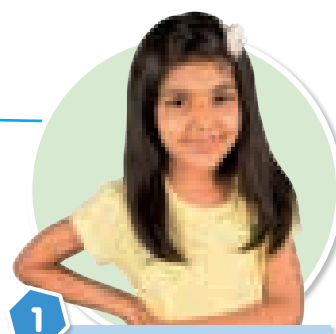
Unit
3



1 Listen, read, and write the names

Amir Talia ~~Malak~~ Wael

Hi! My name is Malak and I go to school in Cairo. I like my teacher and my class very much. In my class, we have friends who need **special help** – Amir can't walk, Talia can't hear well and Wael can't see well. We help our friends.



1

Malak



2

.....



3

.....



4

.....



2 Read and guess

Special help means ...

A

less help

B

more help



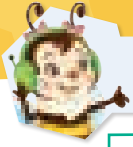
3 Look and match

- a I can get this book for you.
- b I can say it again.
- c I can read with you.



a





4 Listen and read



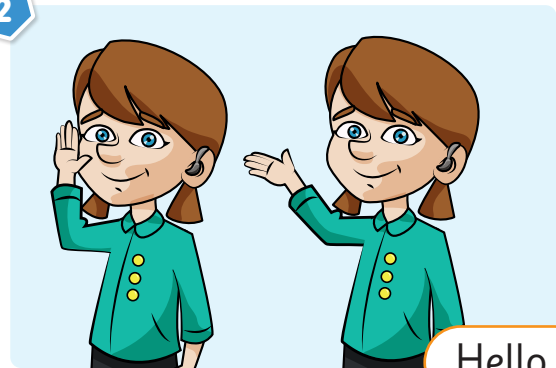
Hi! I am Talia. I use **sign language** to understand my friends. This is how I say 'hello', 'please', and 'how are you?'. Now you try to do the signs.

1

I can't hear.

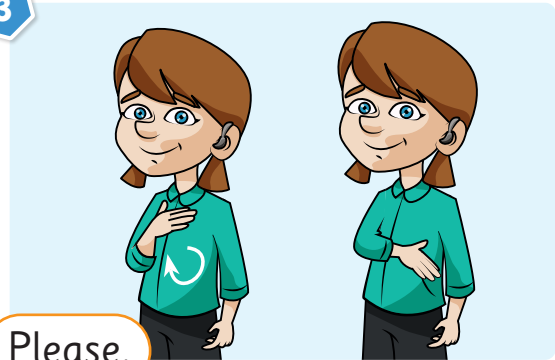


2



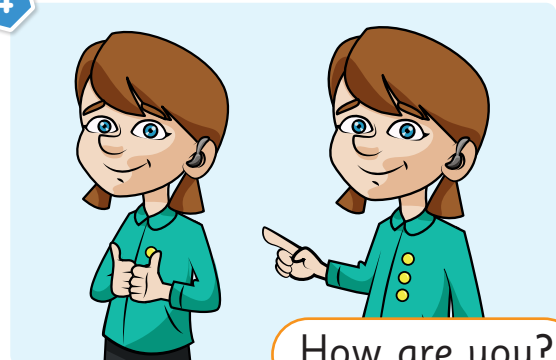
Hello.

3



Please.

4



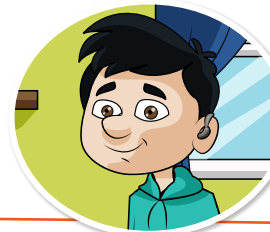
How are you?



5 Complete the paragraph with the words



play playing and but



Hi! I am Adam _____ this is Fares. Fares can't hear well, _____ I can help him. I use sign language to talk to him. On Saturdays, we _____ football. Today we are _____ football in the park. Fares can stop the ball from the other team!



Project:

A magnetic fishing game

Lesson 7

Unit
3

You will need:



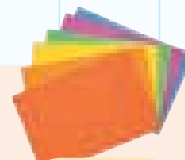
a wooden stick



a magnet



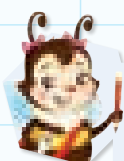
some string



paper



paper clips



1 Make your magnetic fishing game



coloring pencils
and pens



scissors

1 Attach the string to the wooden stick.



2 Take your magnet and attach it to the string.

3 Copy and color the fish.



4 Cut out the fish.

5 Put a paper clip on each fish.



6 Arrange the fish in a bowl or a box to be fished.



2 Play the game

Show and tell

Lesson 7

Unit
3



3 Show and tell

Self Assessment



Read and color the stars that describe your effort



Language:

It's my fishing game. The magnet attracts the metal.

Reading
and
speaking



I can read about activities on the weekend with my teacher's help.



I can read about activities on the weekend



I can talk about the activities I like to do on the weekend.



Writing



I can trace and complete simple sentences.



I can finish sentences with words to make complete sentences.



I can write complete sentences with correct punctuation marks.



Phonics



n g s p

I can read words with ng/sp sounds.



I can write words with ng/sp sounds.



I can write sentences with words that have ng/sp sounds.



Issues:
Non-discrimination
for people
with special
needs



I want to help friends with special needs.



I can say how to help friends with special needs.



I can help friends with special needs.



Art



I can say light and dark colors.



I can talk about things with light and dark colors.



I can talk about and color pictures with light and dark colors.



Science:
Magnets



I can give examples of things which magnets attract.



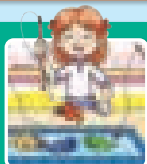
I can say which poles attract and which poles repel.



I can say about why some poles attract and other poles repel.



Project



I can work with my group to make a magnetic fishing game.



I can help my friends in a group to make a magnetic fishing game.



I can say what is good and what is bad in the magnetic fishing game we make.



Teacher Assessment



59

Play time

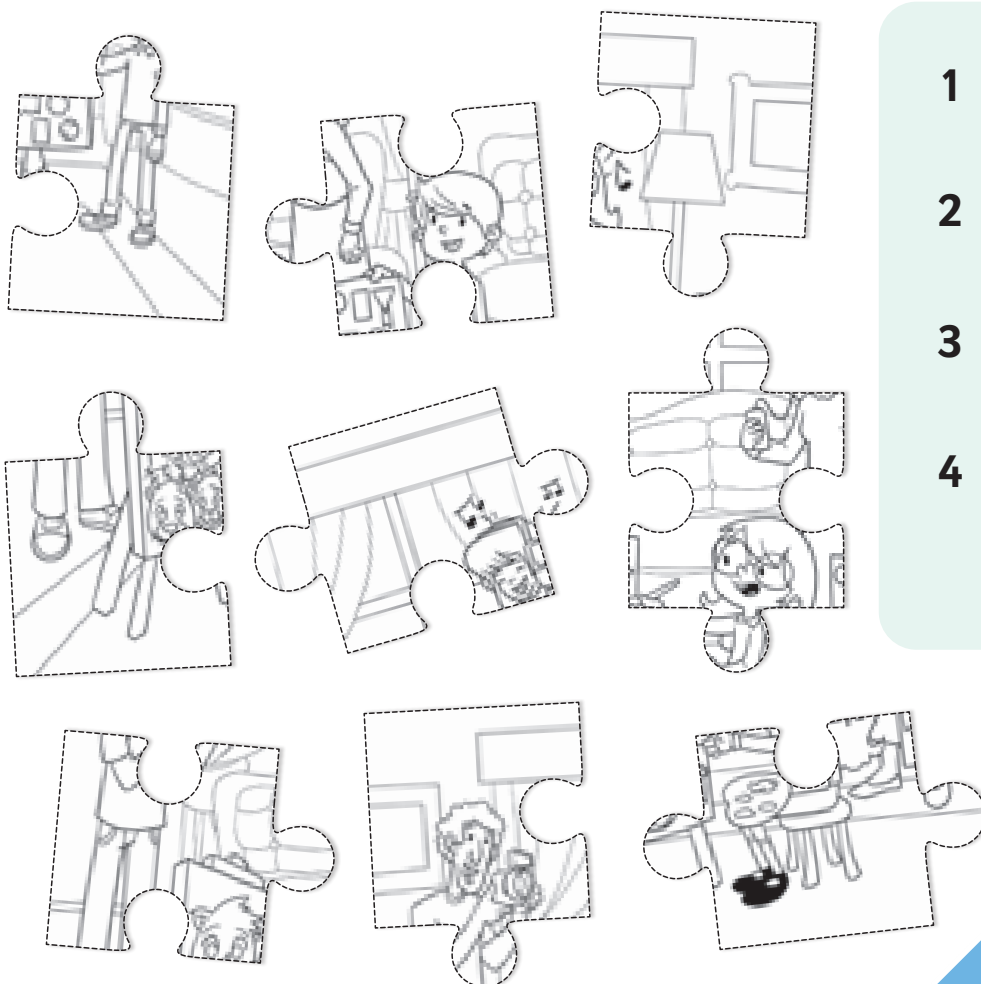


1 Read and match

- | | | | | | |
|-------------|------------|---------|-----------|-----------|----------|
| 1 listen to | 2 sing | 3 draw | 4 play | 5 collect | 6 take |
| A photos | B pictures | C music | D magnets | E sports | F a song |



2 Put together the jigsaw on page 161, color, and write

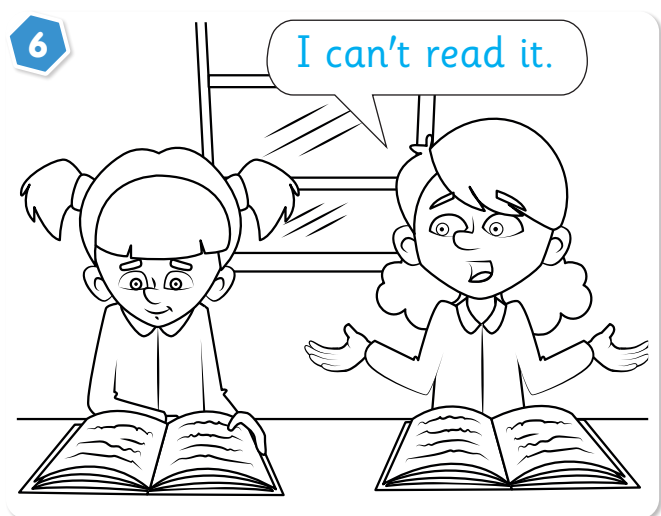
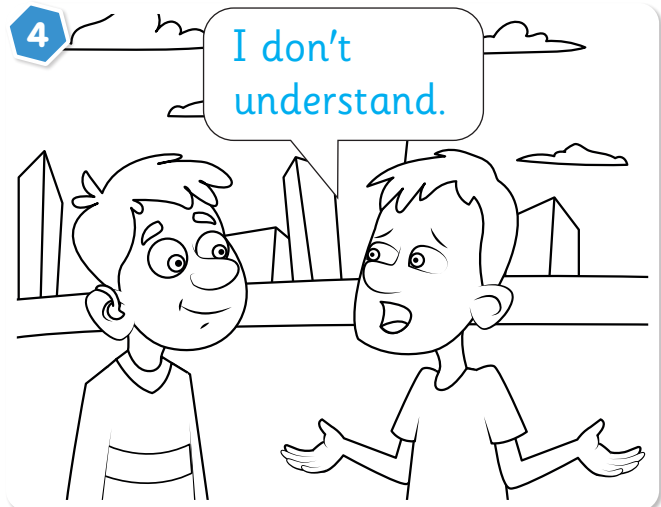
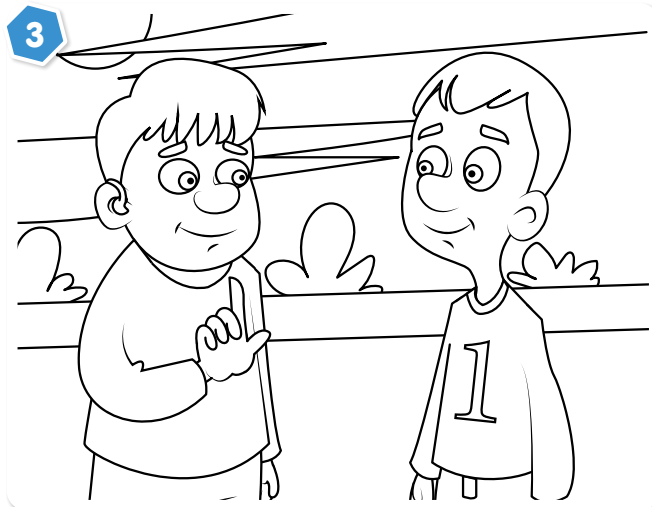
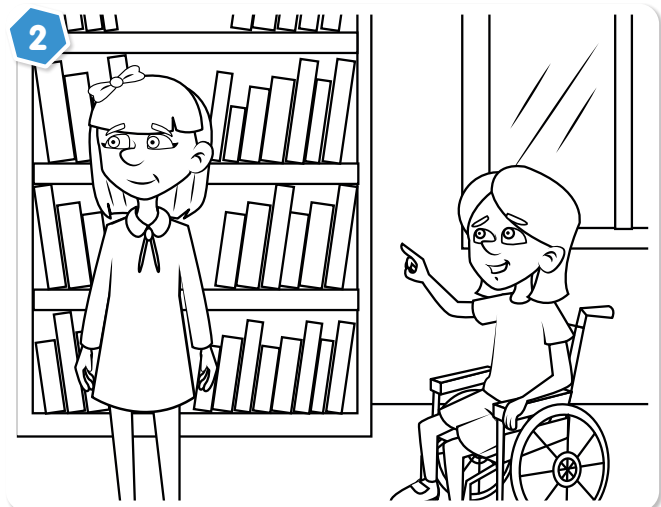


- 1 Hana
is drawing cats.
- 2 Hany
_____.
- 3 Mom
_____.
- 4 Dad
_____.





3 Color the pictures which show how we help our friends





Review 1



1 Listen and say



2 Ask and answer



How does she feel?

She feels happy.





3 Look, read, and match

2

What are you drawing?

d

3

Would you like some juice?

1

How do you feel?

4

What's the matter?

5

Why are you sad?

6

Can I make you a sandwich?

7

Are you OK?

8

Can I get you your medicine?

9

What do you do on Saturdays?

a

Yes, please. Can I have cheese in my sandwich?

b

I've got a cold.

c

No, I feel sick.

d

I'm drawing some cats.

e

Because my cat is sick.

f

Yes, please. Can I have orange juice?

g

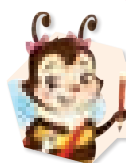
I feel excited!

h

I play tennis.

i

Yes, it's in the cupboard.



4 Color the correct picture

1



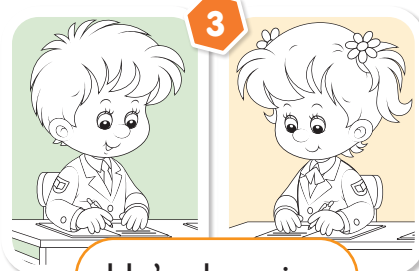
I feel excited.

2



This is my bone.

3



He's drawing a picture.



Revision of vocabulary
and language from Units 1-3

Review I



- 1 Look and color the capital letter red, the period blue, the exclamation mark green, and the question mark yellow



- 2 Read and write with capital letters, periods, exclamation marks, and question marks



is she
thirsty



we are
happy



what's the
matter



I like bananas
and cake

Is she thirsty?

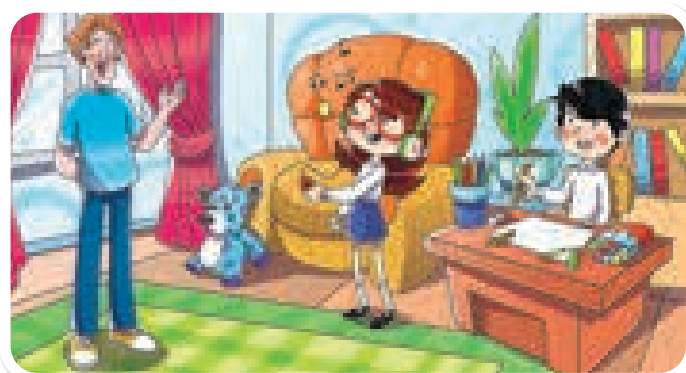
.....
.....

.....
.....

.....
.....



- 3 Complete the paragraph



Dad, Hany, and Hana are in
the _____. Dad is
_____ to Hany and
Hana. Hana is _____
to music. Hany is
_____ a picture.



4 Listen and write

ee	ea	ck	sk	ng	sp
1	3	5	7	9	11
2	4	6	8	10	12



5 Look and write. Then say

1



The _____ is
_____ in the sun.

2



The _____ is
_____ with a cold.

3



The _____ is
_____ in the
_____.



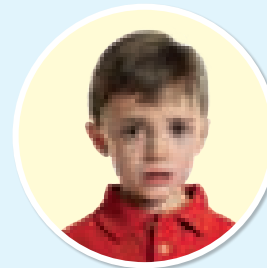
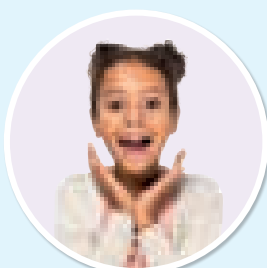
Revision of sounds
from Units 1-3

Review I

Now I can ...

1 Look and check what you can say

1 say how I feel.



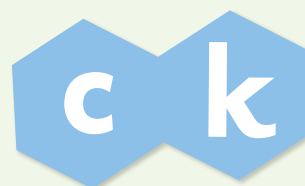
2 say what is the matter.



3 say what I do on my weekend.



4 say these sounds.





Review 1



1 Look and complete

angry

cold

collect magnets

draw pictures

excited

headache

play sports

sick

thirsty

Feelings



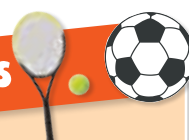
.....
.....
.....

Health



.....
.....
.....

Activities



.....
.....
.....



2 Find and circle



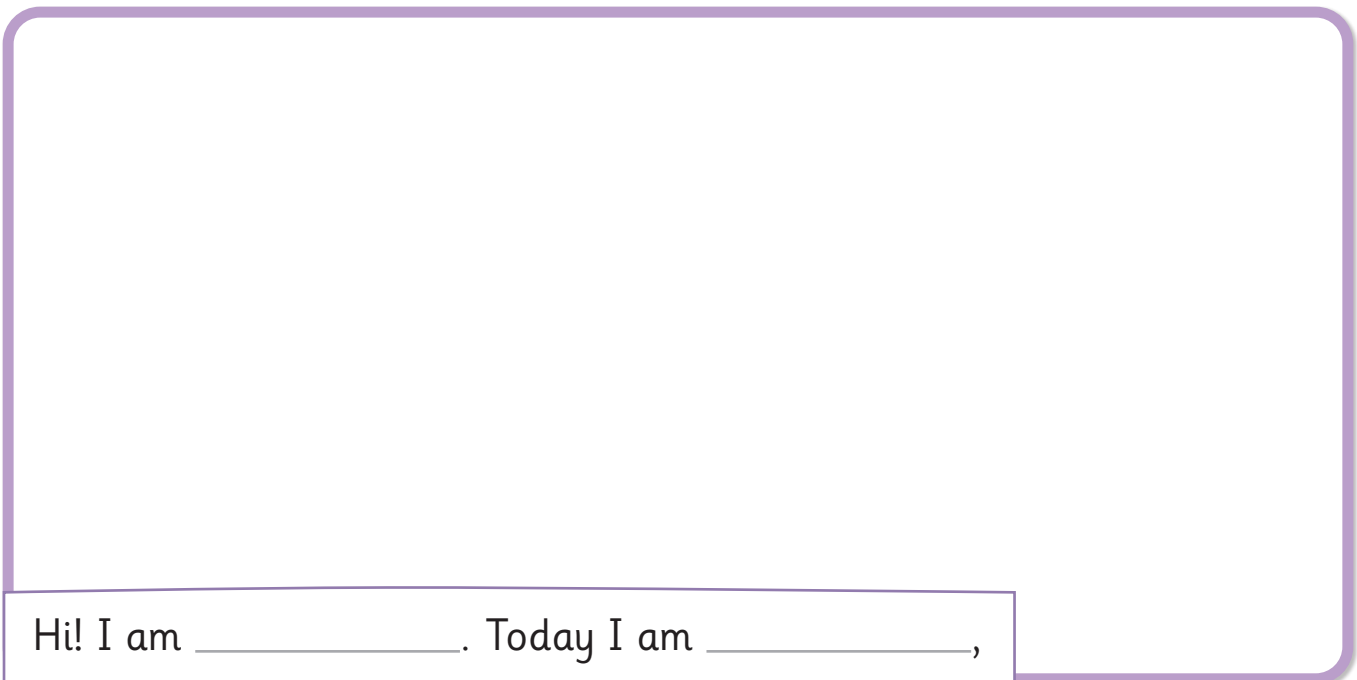
h	u	n	g	r	y	e
d	l	o	r	t	c	h
b	s	a	d	h	x	a
t	g	t	w	i	n	p
i	a	n	g	r	y	p
r	i	y	u	s	h	y
e	x	c	i	t	e	d
d	m	p	a	y	s	f

**3 Read, draw, and color**

Hi! I am Waleed. Today I am
tired, and I've got a headache.
I am trying to sleep.



Hi! I am Mariam. Today I am
happy and well. I am drawing
pictures.

**4 Draw, color, and write about yourself**

Hi! I am _____. Today I am _____,
and _____. I am _____.



Theme 2:

The world around me

Unit 4 I love my home	72
Unit 5 At the zoo	90
Unit 6 Let's go to the circus!	108
Review 2	126
Fiction reader: Malak's Dream	134

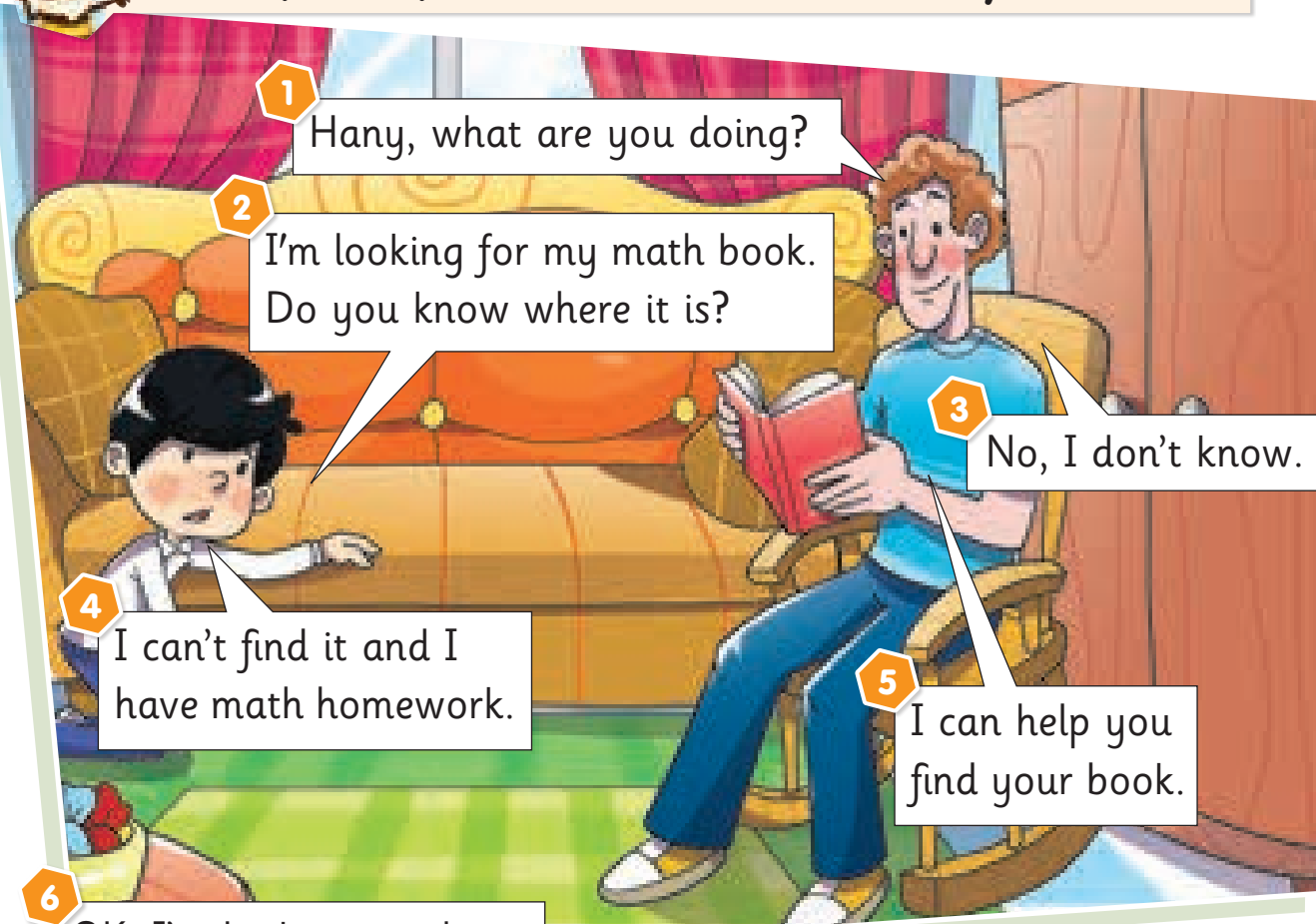


Unit 4

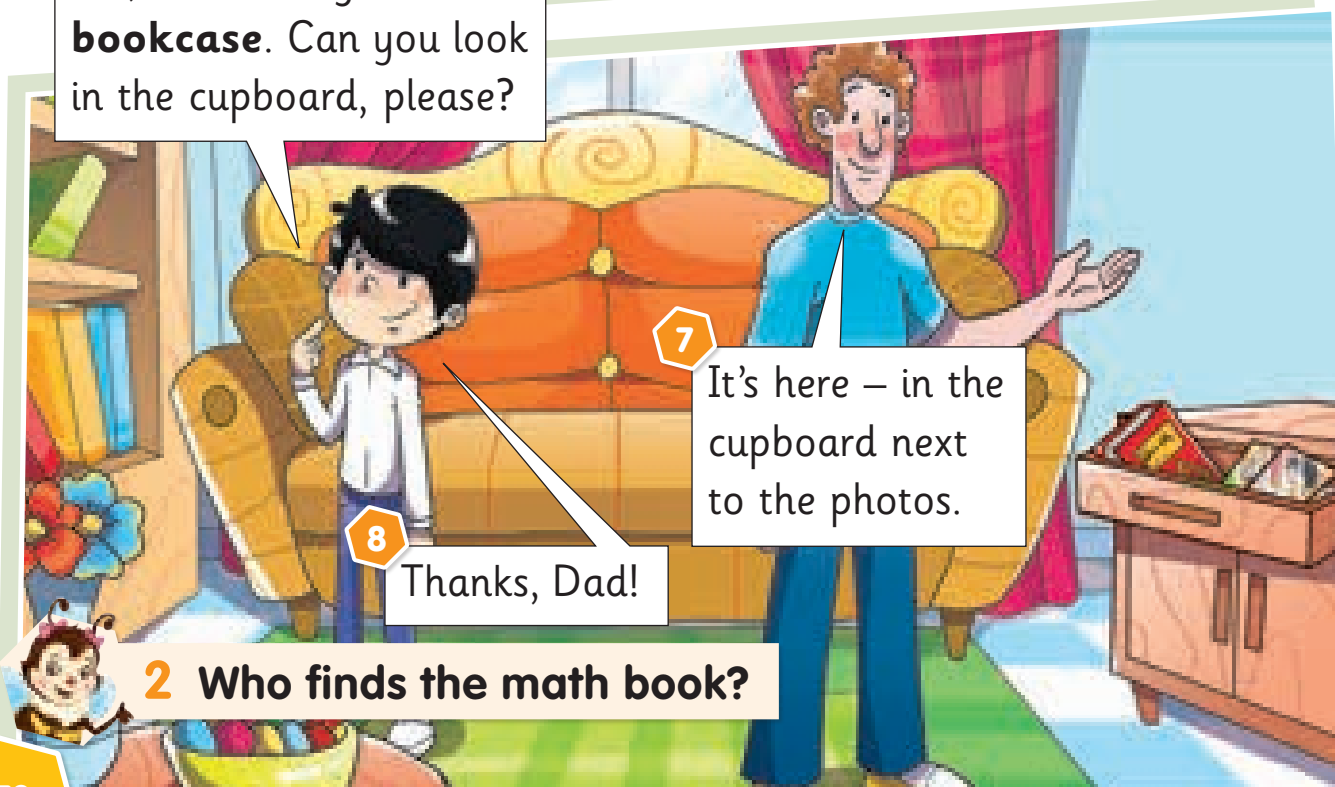
I love my home



1 Look, listen, and read. Where are Hany and Dad?



6 OK, I'm looking on the **bookcase**. Can you look in the cupboard, please?



2 Who finds the math book?

Listening and speaking

Lesson 1

Unit
4

What's in the living room?



3 Listen, point, and say

a



b



c



d



e



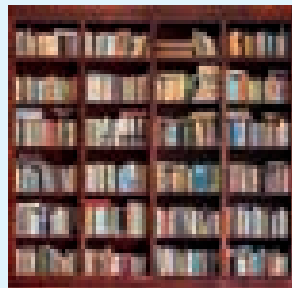
f



g



h



i



4 Read and match

1 cupboard

e

2 table

3 lamp

4 chair

5 armchair

6 clock

7 bookcase

8 couch

9 television

Listening and speaking

Lesson 1

Unit
4



5 Listen and complete the song

What's in your living room, Sami?

What's in your living room?

Sami: There's a 1 _____.

There's a 2 _____ and there's

a 3 _____.

What's in your living room, Nessma?

What's in your living room?

Nessma: There's an 4 _____.

There's a 5 _____ and there's

a 6 _____.



6 Sing



Tip!

We do not say the letter *p* in the word cupboard.



7 Ask and answer

What's in your living room?

There's a table
and an armchair.



Language:

What's in your living room?
There's a (chair, lamp, bookcase,
clock, armchair, cupboard,
couch, television, table).



8 Read and listen

1



There's a lamp
on the table.

2



There's an armchair
next to the cupboard.

3



There's a bookcase
behind the table.

4



There's a television
between the armchairs.



9 Draw your living room and write about it. Share with your partner

This is my living room.

There's a television

next to

.....

.....



Language:

What's in the living room? There's a
clock (next to/on/behind/between) ...



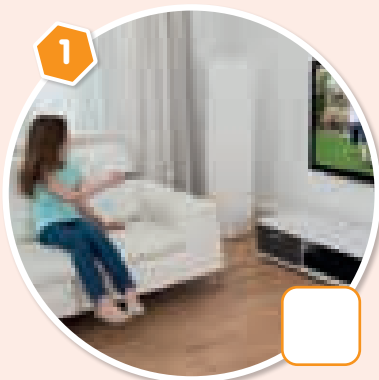
Reading and writing: Helping your mom and dad

Lesson 2

Unit
4



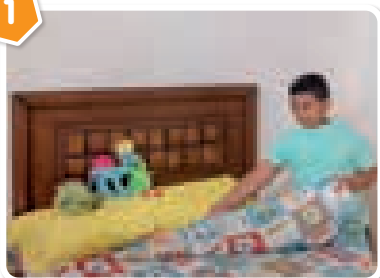
1 How can you help at home? Look and put a ✓





2 Look and match

1



2



3



4



5



a

I feed
the cat.

b

I cut the
vegetables.

c

I sweep the
floor.

d

I make
my bed.

e

I set the
table.



3 Write and say what you do at home

I sweep the floor.

.....
.....
.....
.....



Language:

make my bed, sweep the floor, feed the cat, cut vegetables, set the table



Math:

Multiplication

Lesson 3

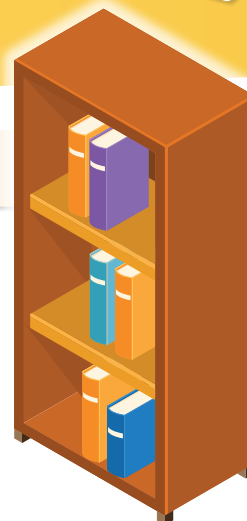
Unit
4



1 How many books are there in the bookcase?

You can count how many books by adding:

$$2 + 2 + 2 = 6$$

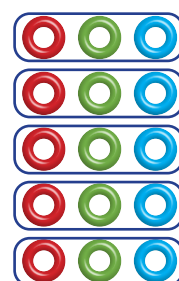


Or you can count how many books by multiplying:

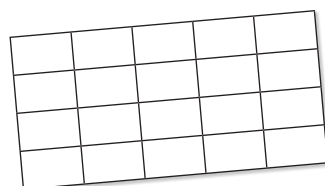
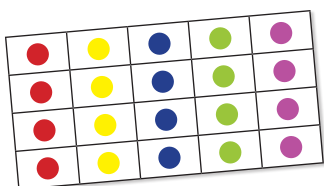
$$\boxed{} \times 2 = 6$$

Tip!

Multiplication is adding the same number again and again.
 $5 \times 3 = 15$
 Five times three equals fifteen

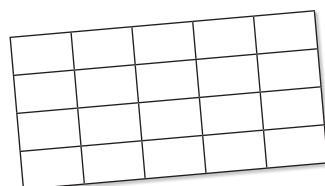
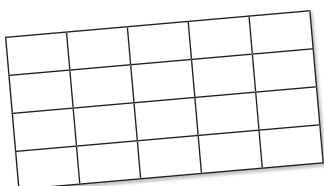


2 Read and color the array. Then write



1 $4 \times 5 = \underline{20}$

2 $5 \times 2 = \underline{\hspace{2cm}}$



3 $3 \times 2 = \underline{\hspace{2cm}}$

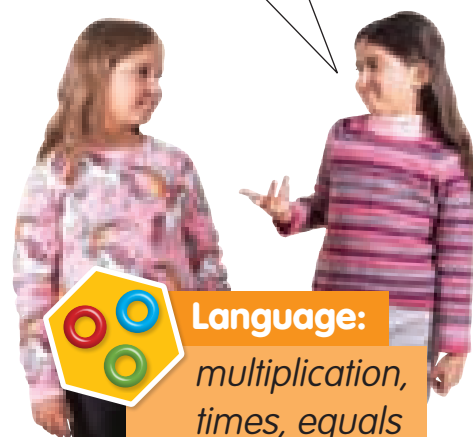
4 $5 \times 3 = \underline{\hspace{2cm}}$



3 Ask and answer about Exercise 2

What is five times four?

Five times four equals twenty.



Language:
multiplication,
times, equals

Math:

Division

Lesson 3

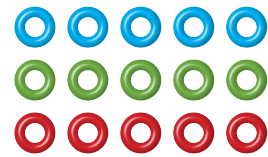
Unit
4



4 Sherif and his two friends love carrots. Draw, color, and divide the carrots

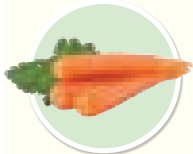
Tip!

Division is separating into equal groups.
 $15 \div 3 = 5$
 Fifteen divided by three equals five.



1

There are 3 carrots.



_____ 1 carrot for each friend

2

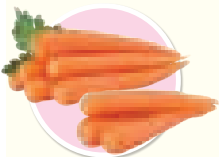
There are 6 carrots.



_____ carrots for each friend

3

There are 9 carrots.



_____ carrots for each friend

4

There are 12 carrots.



_____ carrots for each friend



5 Think, write, and say

10 ÷ 2 = 5 14 ÷ 2 = _____
 18 ÷ 3 = _____ 8 ÷ 4 = _____



Vocabulary:

division, divided by

Ten divided by two equals five.





Learn sounds

with Busy Bee!

Lesson 4

Unit
4

a i r e a r



1 Look, listen, and repeat



2 Cover the words and test your friends



How do you say that?



Hair.



3 Listen and write the words

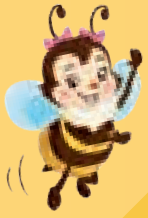
1 2 3 4



Phonics:

the air and ear sounds

a b c d e f g h i j k l m
n o p q r s t u v w x y z



Learn to write

with Busy Bee!

Lesson 4

Unit
4



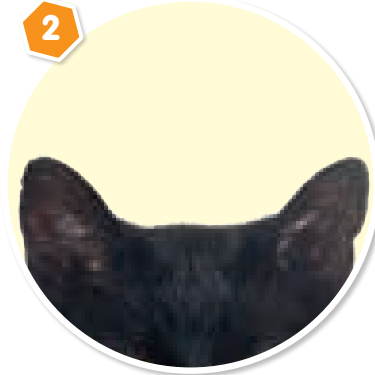
4 Listen, read, and trace

1



He has black hair
and a white beard.

2



It has black ears.

3



We have a new
armchair in the
living room.

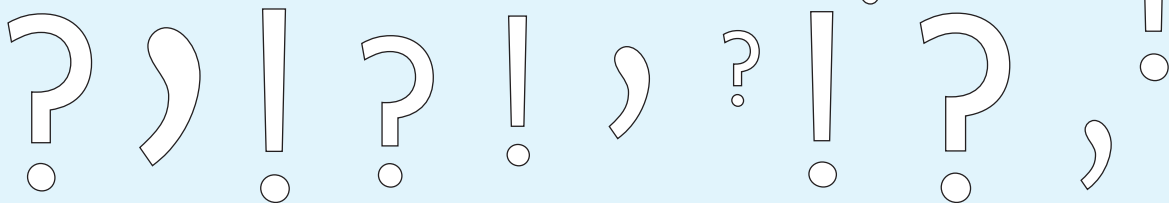
Tip!

When we write a list, we use a comma (,):
I have a table, a couch, and an armchair
in my living room.

Trace the comma.



5 Look and color the commas



6 Write the correct punctuation

- 1 She likes ice cream, chocolate, and candy.
- 2 Many likes playing football tennis and basketball
- 3 I feed the cats make my bed and set the table every day



Science:

Natural resources in Egypt

Lesson 5

Unit
4



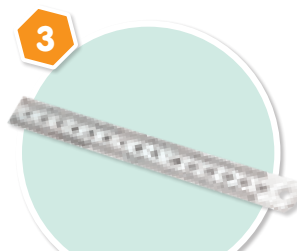
1 Listen and complete the words



l a m p



s _ _ _ _



r _ _ _ _



c _ _ _ _



2 Think of things made of metal in your home. Draw and write

At home I have



3 Listen and read

We use metal everywhere
in our homes:

1



We use a **knife**
for our food.

2



Our **bikes** are
made of metal.

3



We use **nails**
to make things.

4



We use **paper
clips** in our
offices.



4 Look, listen, and point

1



melt

2



iron ore

3



rock



5 Read and number

Iron ore is a **natural resource**. We take iron ore from rock and melt it in a factory. This makes metal. We make different things from metal.

a



b



c



d



Vocabulary:

bike, iron ore, knife, melt, nail, natural resource, paper clip, rock



Science:

Natural resources

Lesson 6

Unit 4

Natural resources in Egypt



1 Listen and read

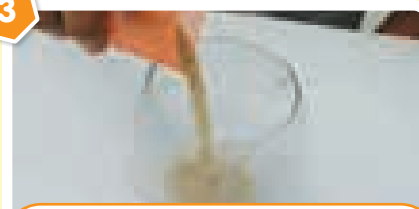
In Egypt, we have many natural resources. **Sand** is a natural resource. We can make glass from sand.



We take **sand**
from the desert.



We add **chemicals**
to the sand.



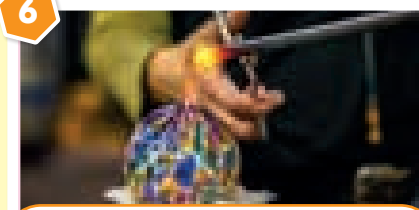
Then we put everything in a **bowl**.



We melt the sand
and chemicals to
make a **liquid**.



Then we **shape**
the glass.



We can make many things from glass.



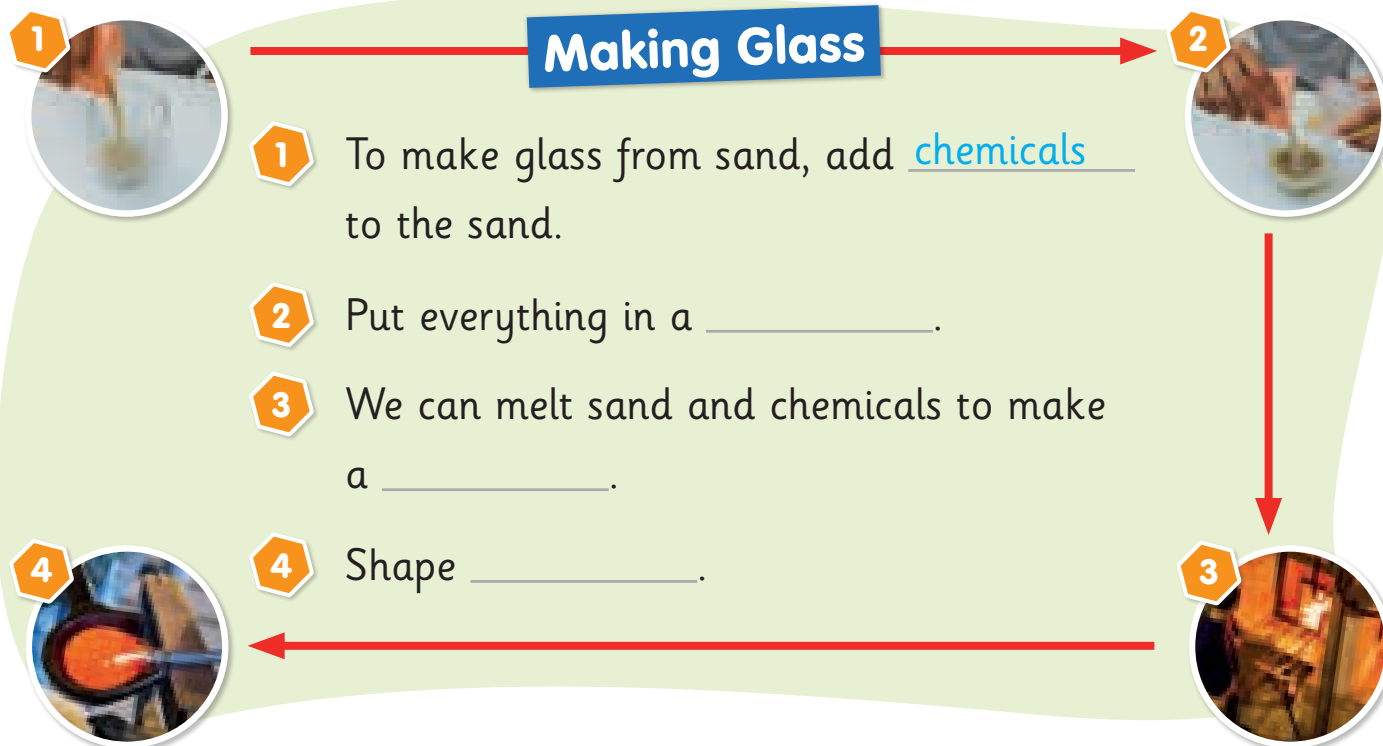
2 Read and choose

- Egypt has many natural _____.
a resources **b** cars
- We can make _____ from sand.
a deserts **b** glass
- We can melt sand and chemicals to make a _____.
a liquid **b** gas





3 Complete the cycle for producing glass from sand



4 Look, read, and order

a

1

Another Egyptian natural resource is water.

b

Farmers give water to the plants.

c

Farmers get water from the Nile.

d

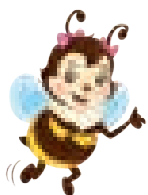
Then we eat vegetables.

e

We buy vegetables at the market.

f

Vegetables need water to grow.



Project:

Bug math game

Lesson 7

Unit
4

You will need:



dice












colored pens and pencils



a black marker pen



1 How to make your Bug math game

Start							
1×2							
$6 \div 3$							
							
							
							
							Winner

- 1 Color in the bugs.
- 2 With a partner, write sums in the boxes. The sums can be multiplication or division.
- 3 Play your game with your friends.

Show and tell

Lesson 7

Unit
4



2 Show and tell

Self Assessment

$$15 \div 5 = 3$$

$$6 \times 4 = 24$$

Language:

Fifteen divided by five is three.

Six times four is twenty-four.



Read and color the stars that describe your effort

Reading and speaking



I can read about furniture in my home with my teacher's help.



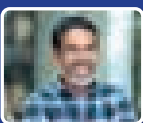
I can talk about the furniture in my home.



I can talk about the position of furniture in my home.



Writing



I can finish sentences with words to complete sentences.



I can write short, complete sentences.



I can write a simple description of my living room with correct punctuation.



Phonics



I can identify words with *air* / *ear* sounds.



I can write words with *air* / *ear* sounds.



I can write sentences with words that have *air* / *ear* sounds.



Math:



I can read and understand simple multiplication and division sums.



I can multiply and divide numbers 1–60.



I can ask and answer questions about the multiplication and division of numbers 1–60.



Science:



I can read about the steps of making materials from natural resources.



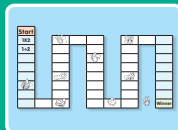
I can follow the steps in the process of making materials from natural resources.



I can talk about the steps in the process of making materials from natural resources.



Project



I work with my partner to make and play a board game.



I help my partner to make and play a board game.



I work with my partner to make and play a board game, using English as much as possible.



Teacher Assessment



87

Play time




1 Write the words


- 1 hcair chair
- 2 batle _____
- 3 chouc _____
- 4 klocc _____
- 5 copadubr _____
- 6 cabokose _____
- 7 malp _____



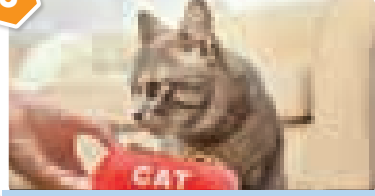
2 Look and complete

1 


I can make
my bed.

2 


.....
the floor.

3 

.....
.....

4 

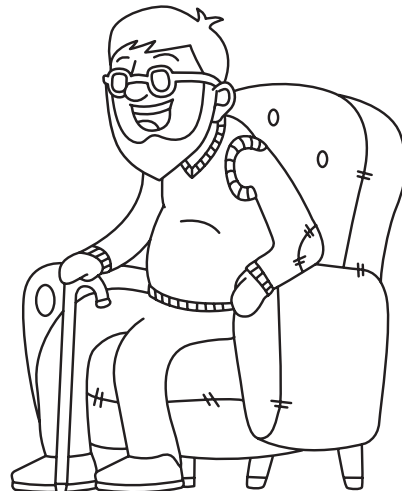
.....
.....

5 

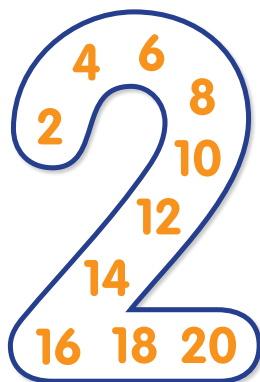
.....
.....


3 Read and color

Grandpa is seventy years old. He has gray hair and a gray beard. He is wearing a pair of black glasses. He is sitting on a red armchair.


4 Read again and circle the words with *air* and *ear*

5 Look and read. Then complete

$$2 \times 1 = 2$$



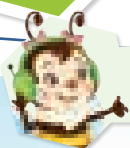
$$6 \times 1 = 6$$


6 Throw dice and write
Roll 1
Roll 2
Multiplication
Division

5	2	$5 \times 2 = 10$	$10 \div 5 = 2$
		$2 \times 5 = 10$	$10 \div 2 = 5$

Unit 5

At the zoo



1 Look, listen, and read



1

There are so many animals here!

2

I love the zoo!
I'm very excited!

3

What do you
want to see?

4

Let's watch the **penguins**.

5

Good idea! How about going to the **elephants**, too?

Listening and speaking

Lesson 1

Unit
5

2 Listen, point, and say

lion

elephant

hippo

panda

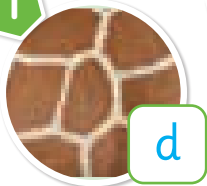
giraffe

penguin

ZOO

3 Look and match

1



d

2



3



4



5



6



a

hippo

b

elephant

c

panda

d

~~giraffe~~

e

lion

f

penguin

4 What is your favorite zoo animal? Read and complete

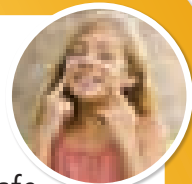


Hana's favorite animal is the penguin. It's black and white.

My favorite animal is

Tip!

Our skin protects us and keeps our bodies safe.



Vocabulary:

lion, elephant, giraffe, penguin, hippo, panda



Social Studies:

Using a map of the zoo

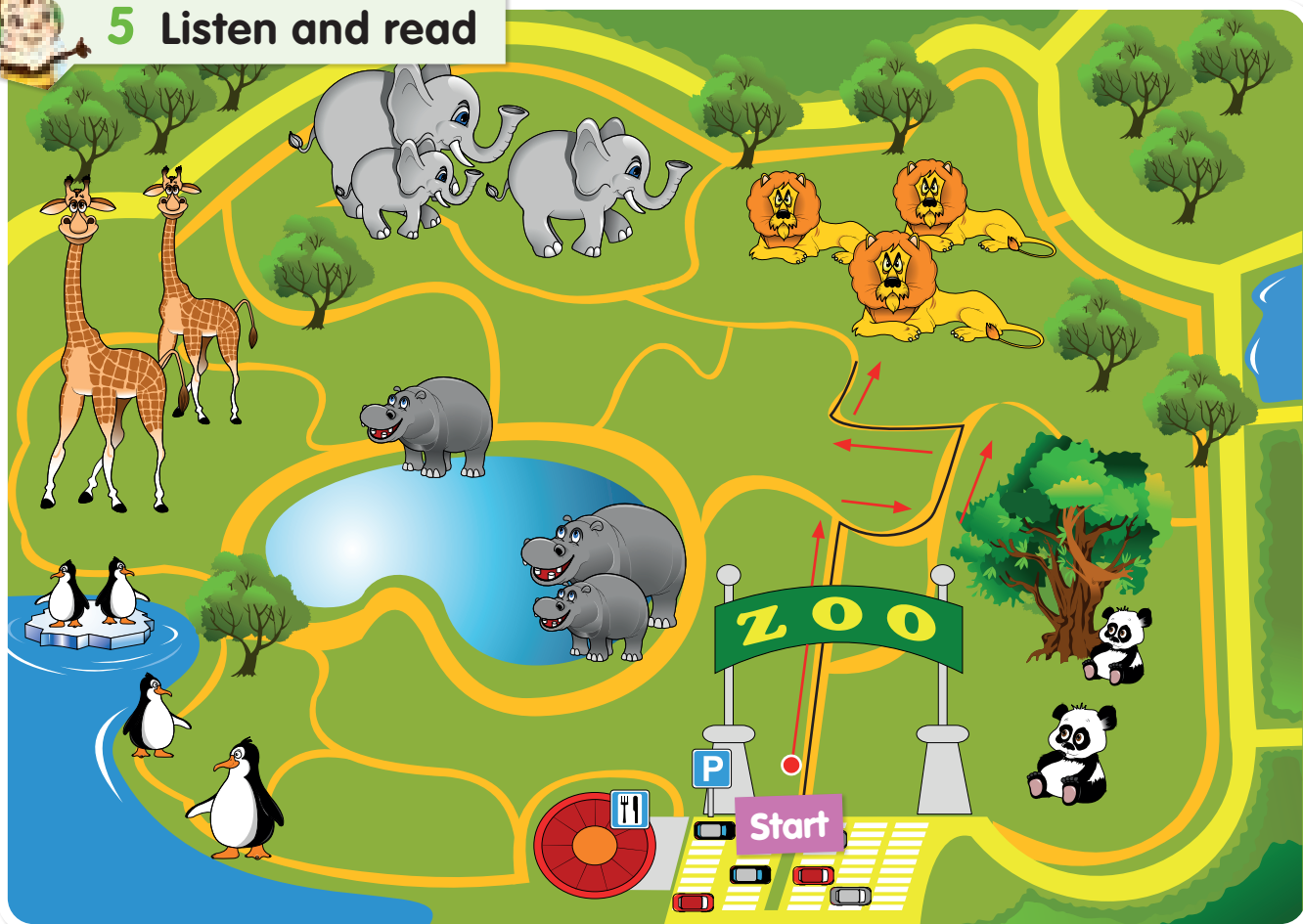
Lesson 1

Unit
5

Where are the lions?



5 Listen and read



How about going to the lions?



That's a **good idea**! Hany, you have the map.
Where are the lions?



Go straight, turn right, then go straight and
turn left. Go straight.



Let's go!



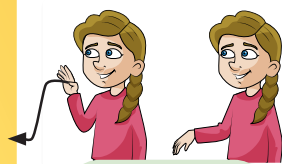
Then let's watch the
penguins!



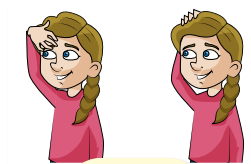
Good idea!

Tip!

Here's how to say *elephant* and *lion* in
American Sign Language:



elephant



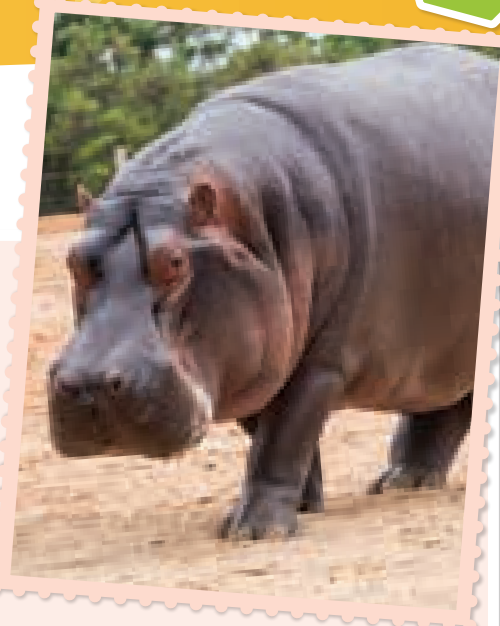
lion



6 Read and circle *True* or *False*

The hippo is a very large animal. It is more than three meters long. The hippo lives in lakes and rivers. It spends most of the day in water. Hippos eat grass and they go to find food at night. Hippos can live from forty to fifty years.

- 1 Hippos are short animals.
- 2 Hippos live in the desert.
- 3 Hippos find food at night.
- 4 Hippos like to eat grass.
- 5 Hippos can live up to 100 years.



True/False

True/False

True/False

True/False

True/False



7 Sing

Hurray! We're having a
lovely time at the zoo today!
Let's watch the pandas.
What are they doing?
They're eating bamboo.

Hurray! We're having a
lovely time at the zoo today!
Let's watch the penguins.
What are they doing?
They're swimming in their pool.



Language:

Where are the lions? Go straight ahead. They're on your right/left.





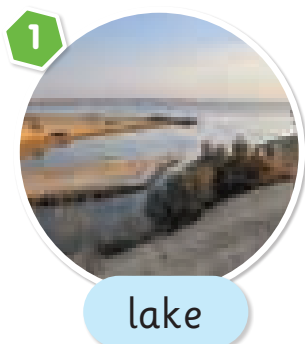
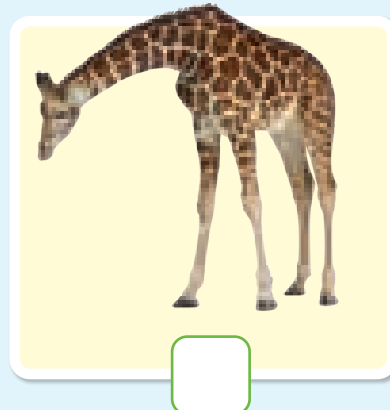
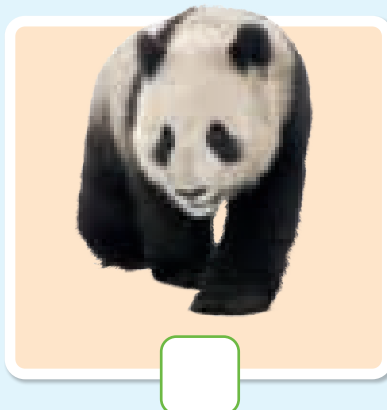
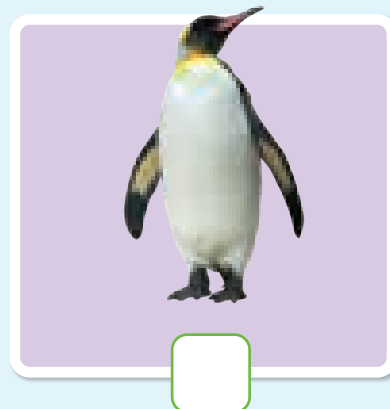
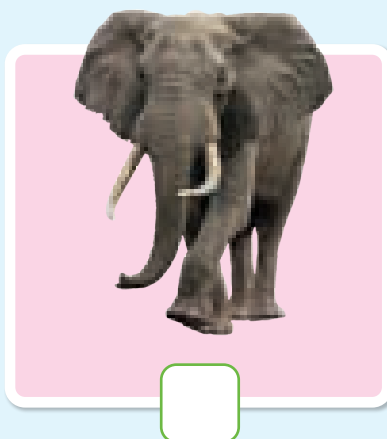
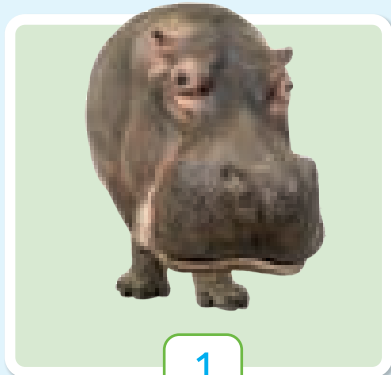
Reading: Animals and their habitats

Lesson 2

Unit
5



1 Match the animals to their habitat
(three animals have the same habitat)



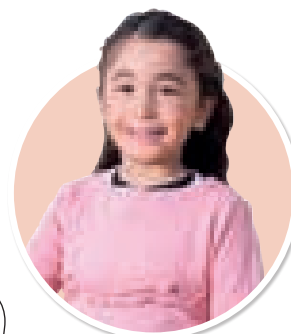
Tip!

habitat = where an animal lives
The panda's **habitat** is the bamboo forest.

Where does an elephant live?



2 Ask and answer



It lives in grasslands.



3 Read and write the animals. Find the mystery animal



The mystery animal is a

- 1 This animal lives in grasslands. It is big and gray.
- 2 This animal has a long neck.
- 3 This animal lives in bamboo forests.
- 4 This animal is little and lives next to the sea.
- 5 This animal is very strong and lives in grasslands.



Language:

Where does the (elephant) live?
It lives in (grasslands).



Vocabulary:

habitats, grasslands, lake,
sea, bamboo forest



Math:

Fractions

Lesson 3

Unit
5

All the animals at the zoo



1 Read and listen. How many elephants, hippos, giraffes, and pandas are there?

There are 16 animals at the zoo. **Half** ($\frac{1}{2}$) the animals are elephants. One-fourth ($\frac{1}{4}$) of the animals are giraffes and one-eighth ($\frac{1}{8}$) of the animals are pandas and hippos.

HOW MANY?

? = 4

=

=

=

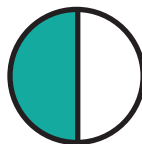
Tip!

A **fraction** is a part of a whole. Look at the red part of the circle: it is **half** of the whole.



2 Look and color the fractions

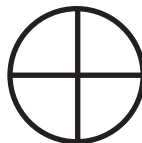
1 Color $\frac{1}{2}$ (a half)



2 Color $\frac{1}{3}$ (a third)



3 Color $\frac{1}{4}$ (a fourth)



4 Color $\frac{1}{5}$ (a fifth)





3 Look and complete the text with the fractions

Fourth

Third

Half

In my class, there are 24 students. We all have a favorite zoo animal.

_____ of the class like the lion best.

_____ of the class like the panda best.

_____ of the class like the hippo best.

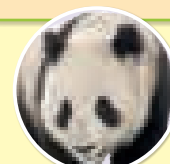
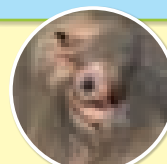
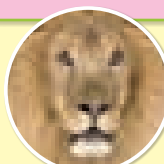
What about your classmates?

What are their favorite animals?

Our favorite zoo animal

12			
11			
10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

Number of students



My favorite zoo animal



4 Now make a bar chart about your friends and write the fractions

10			
9			
8			
7			
6			
5			
4			
3			
2			
1			

Number of students



Favorite zoo animal

My class's favorite zoo animal

1 _____ of my class like _____ best.

2 _____ of my class like _____ best.

3 _____ of my class like _____ best.



Vocabulary:

fraction, half, third, fourth



Environmental responsibility

Lesson 4

Unit 5



1 Circle the things for a happy Earth



planting



recycling



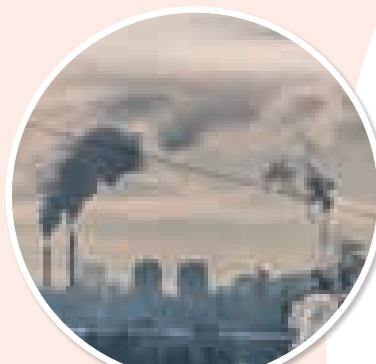
waste sorting



polluting the river



Happy Earth



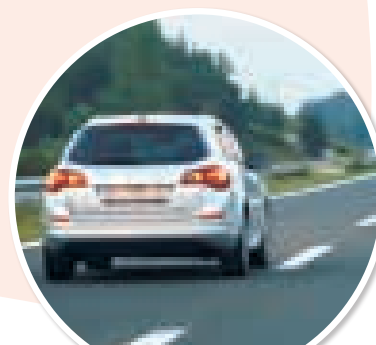
polluting cities



reusing



riding a bike



going by car



2 Recycle in the correct bin. Write the letters

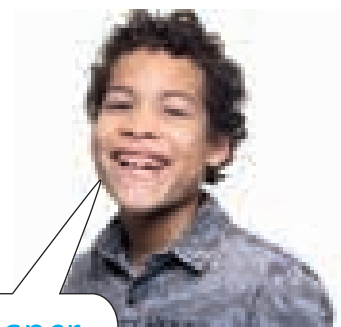


3 Ask and answer about yourself

What do you recycle?



I recycle paper.



Vocabulary:

sort, plant, reuse, recycle, pollute, plastic, glass, paper



Reading: How can I help animals?

Lesson 5

Unit
5



1 Match to complete the sentences on how to help animals

1

Plant

2

Don't
throw

3

Put

4

Clean

5

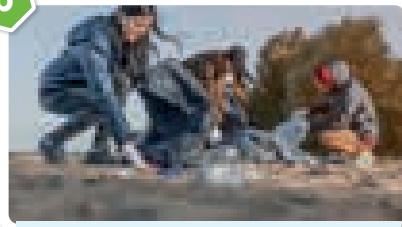
Grow

a



plastic in the sea.

b



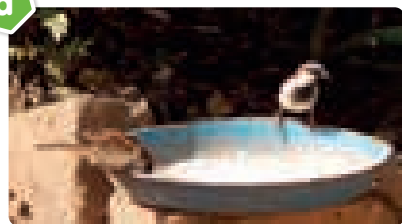
animal habitats
with your friends.

c



trees to feed giraffes.

d



water and food on your
balcony for the birds.

e



flowers to help bees.



2 How can you help the animals in Egypt? Write and draw three things you can do

1

2

3



3 Ask and answer

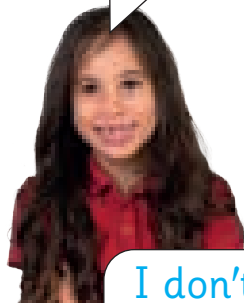
Language:

Put water and food on your balcony; Recycle glass; Plant flowers; Don't throw plastic; Clean animal habitats.

Vocabulary:

balcony

What do you do to help animals in Egypt?



I don't throw plastic in the sea.





Learn sounds

with Busy Bee!

p h w h

Lesson 6

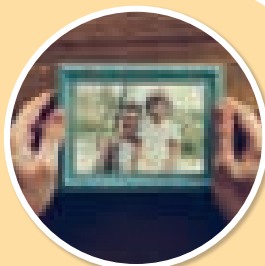
Unit
5



1 Listen and repeat

ph

photo



elephant



wh

white



whale



2 Look and write *ph* or *wh*



___ere



ele ___ant



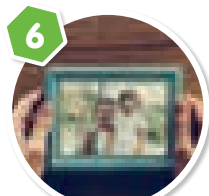
___ite



___en



___ale



___oto



3 Listen and count the syllables

El-e-phant. That's 3 syllables!

1 syllable	2 syllables	3 syllables
.....
.....
.....
.....



Phonics:

the *ph* and *wh* sounds

a b c d e f g h i j k l m
n o p q r s t u v w x y z



Learn to write

with Busy Bee!

Lesson 6

Unit
5



4 Read and trace

- 1 I saw a photo of a gray dolphin.
- 2 The whale is blue and white.
- 3 Where is the elephant?



5 Read about the lion. Then draw and write about another animal

The lion is big and brown.
It lives in the grasslands
in Africa. It eats meat.



The _____ is _____ and _____.

It lives _____. It eats _____.



Project:

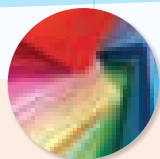
Zoo animal puppet

Lesson 7

Unit
5



an animal template

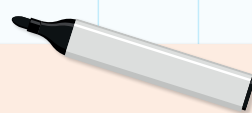


felt

You will need:



colored pens



a black marker pen



glue



1 How to make your animal puppet

- 1 Trace the template on your felt.
- 2 Carefully cut out the pieces for your puppet.
- 3 Stick the pieces together.
- 4 Draw the eyes and other details with a pen.
- 5 Your puppet is now ready to play with. Play with your friends.



Show and tell

Lesson 7

Unit
5



2 Show and tell



Self Assessment

Language:

This is my rabbit. It is white and beautiful.



Read and color the stars that describe your effort

Reading
and
speaking



I can read a text on zoo animals with the help of my teacher.



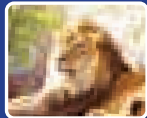
I can ask and answer about animals.



I can talk about my favorite zoo animal, how it looks, and where it lives.



Writing



I can finish sentences with words to make complete sentences.



I can write sentences on a zoo animal.



I can write a simple text on my favorite zoo animal.



Phonics



I can read words with the *ph/wh* sounds.



I can write words with *ph/wh* sounds.



I can write sentences with words that have *ph/wh* sounds.



Math:
fractions



I can read and understand simple fractions.



I can read and calculate simple fractions.



I can calculate simple fractions and apply them to things around me.



Environmental
responsibility



I can identify positive and negative actions to protect the Earth.



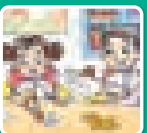
I can identify positive and negative actions to protect the Earth, and say the actions I like to do to protect the Earth.



I can identify positive and negative actions to protect the Earth, and suggest other actions to protect the Earth.



Project



I can work with my group to make an animal puppet.



I work with my group to make an animal puppet and give ideas to make it better.



I work with my group to make an animal puppet, and give ideas to make it better. I talk about it in complete sentences.



Teacher Assessment



105

Play time



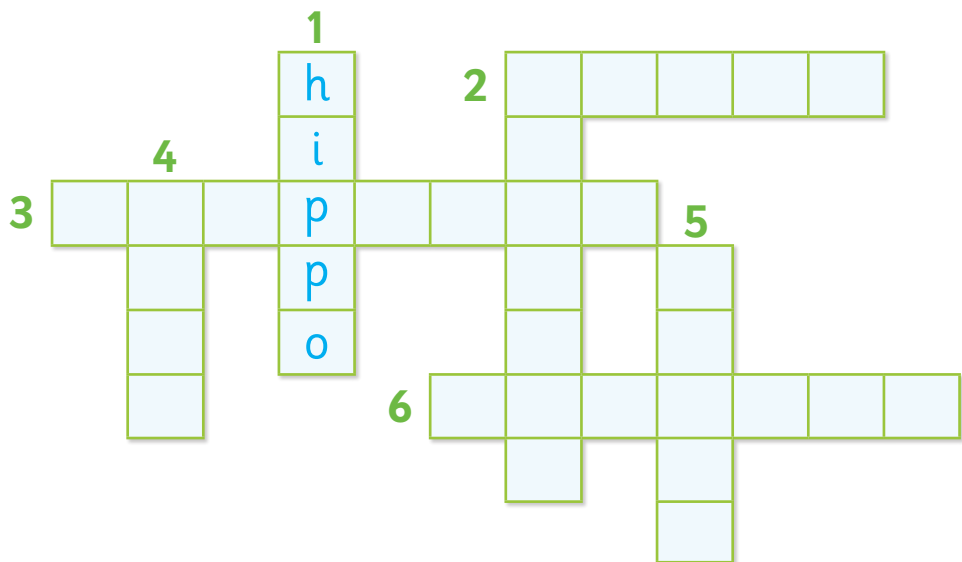
1 Join the dots. Then color and write

What is the animal?
It's a



2 Complete the crossword with the animals

Down:

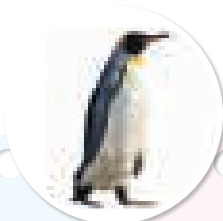


Across


3 Complete the table with the animals in the box

~~chicken~~ cow duck elephant giraffe goat
hippo horse lion panda penguin sheep

Farm

Zoo


1 chicken

1 _____

2 _____

2 _____

3 _____

3 _____



4 _____

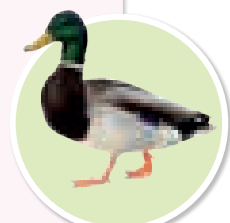
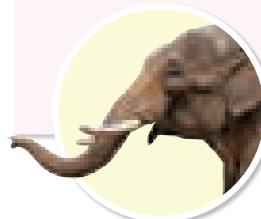
4 _____

5 _____

5 _____

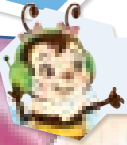
6 _____

6 _____


4 Look at the animals in Exercise 3. Read and complete

third grass ~~Half~~ twelfth

The animals live in different places. Half of the animals live on a farm. One _____ of the animals eat bamboo. One third eat _____. One _____ are black and white.



1 Look, listen, and read

Hany and Hana are at the circus.
Grandpa forgot his glasses.

1

We're at the **circus**, in the **tent**.

2

What can you see?

6

3

There's a **clown**, a **ringmaster**,
and an **acrobat**.

4

What does the clown look like?

5

He's tall and thin.

6

What does the ringmaster look like?

7

He's short and fat.



2 Why can't Grandpa see the clown?

Listening and speaking

Lesson 1

Unit
6



3 Listen, point, and say

What does he look like?



clown



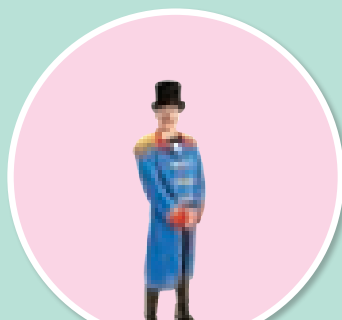
dog trainer



trapeze artist



juggler



ringmaster



acrobat



4 Look at the people in Exercise 3 again. Read and complete

acrobat trapeze artist fat ~~short~~ tall and thin

- 1 The clown is short and _____.
- 2 The dog trainer is young and _____.
- 3 The _____ is wearing blue.
- 4 The _____ is tall and thin.
- 5 The ringmaster is short and _____.
- 6 The juggler is old _____ thin.



Vocabulary:

acrobat,
circus, clown,
dog trainer,
juggler,
ringmaster,
tent, trapeze
artist

Speaking and writing

Lesson 1

Unit
6



5 Complete the table with the opposites. Then say

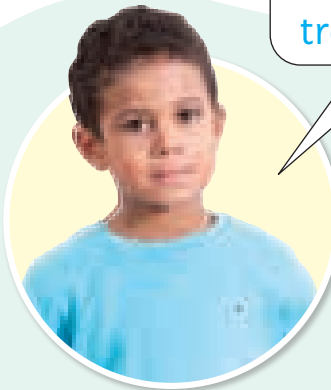


fat old short

.....	thin
tall
young



6 Look at the people in Exercise 3 again and say



What does the dog trainer look like?



She's young and tall.



7 Write about your friend

.....

My friend is

He/She is



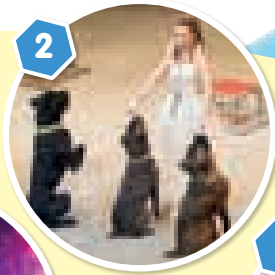
Language:

What does the dog trainer look like? She's young and tall.

Who is your favorite circus person?



8 Look and say



9 Read and match

- 1 The clown
- 2 The dog trainer
- 3 The trapeze artist
- 4 The acrobat
- 5 The ringmaster
- 6 The juggler

- A is very funny.
- B can jump and move his body.
- C loves animals.
- D talks to everyone at the circus to say what is happening.
- E can throw rings and balls.
- F can fly above us.



10 Tell your partner. Who is your favorite circus person? Why?

I love the clown because he's very funny!



11 Write about yourself

I love the



Values:

Appreciation of art and skill



Math:

Quadrilaterals

Lesson 2

Unit
6



1 Listen and read

Here are 3 shapes:



A **square** has 4 **sides**. All the sides are equal. It has 4 right angles and 4 **corners**.



A **rectangle** has 2 long sides and 2 short sides. It has 4 right angles and 4 corners.



A **rhombus** has 4 equal sides. It has 4 angles, but they are sometimes different. It has 4 corners.

Tip!

A quadrilateral is a shape with four sides.

Tip!

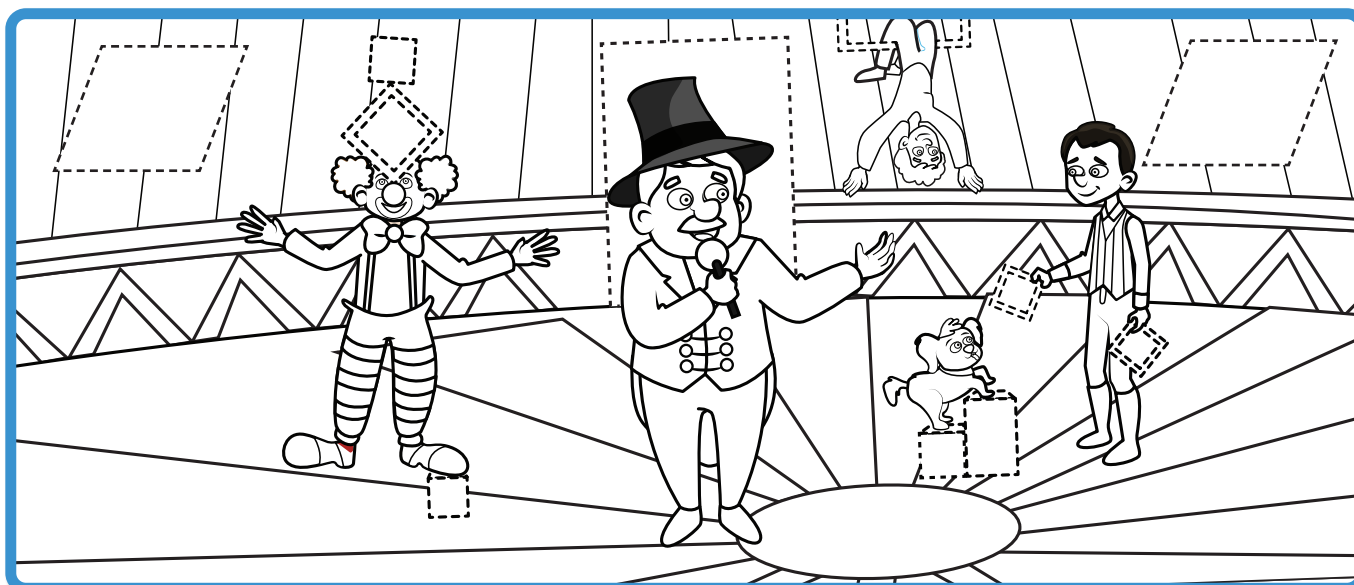
An '**angle**' is when two lines meet:



A right angle is 90 degrees:

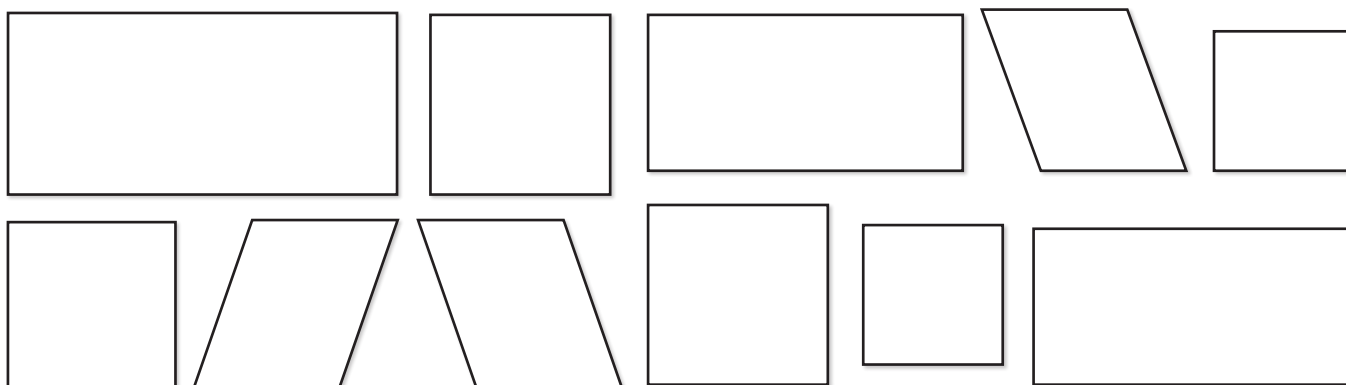


2 Find and trace 6 squares, 2 rectangles, and 2 rhombuses in the circus

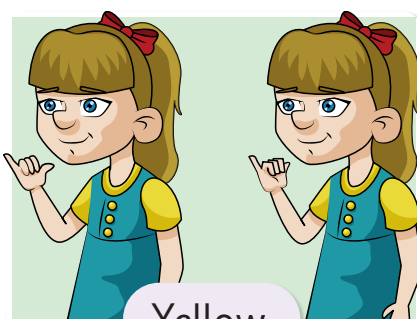
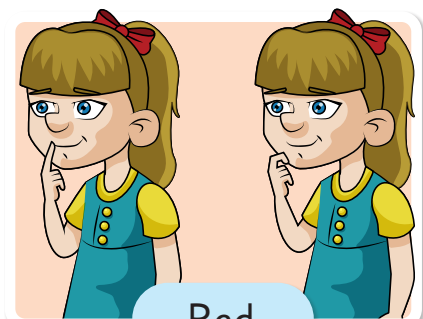




- 3** Look and color the squares blue, the rectangles red, and the rhombuses yellow



- 4** Look and see how we say **blue**, **red**, and **yellow** in American sign language (ASL). Say the colors in ASL with your friends



- 5** Work with a partner. Find quadrilaterals in your classroom then ask and answer about them



Vocabulary:

quadrilaterals, square, rectangle, rhombus, angle, side, corner



Math:

Finding information on a graph

Lesson 3

Unit
6



1 Read and complete the tally chart for Reem's circus

Hi! My name is Reem. I'm at the circus.
There are some people at the circus.
There's one ringmaster, there are 5 acrobats,
there are 7 dog trainers, there are 6 clowns,
there are 8 trapeze artists, and 4 jugglers.

Reem



Tally chart

circus person	number of people
clowns	I
acrobat	
dog trainers	
trapeze artists	
jugglers	
ringmasters	

Tip!

When we make the plural form of two-word nouns, we only add an s to the second word.

dogs trainer ✗ dog trainers ✓

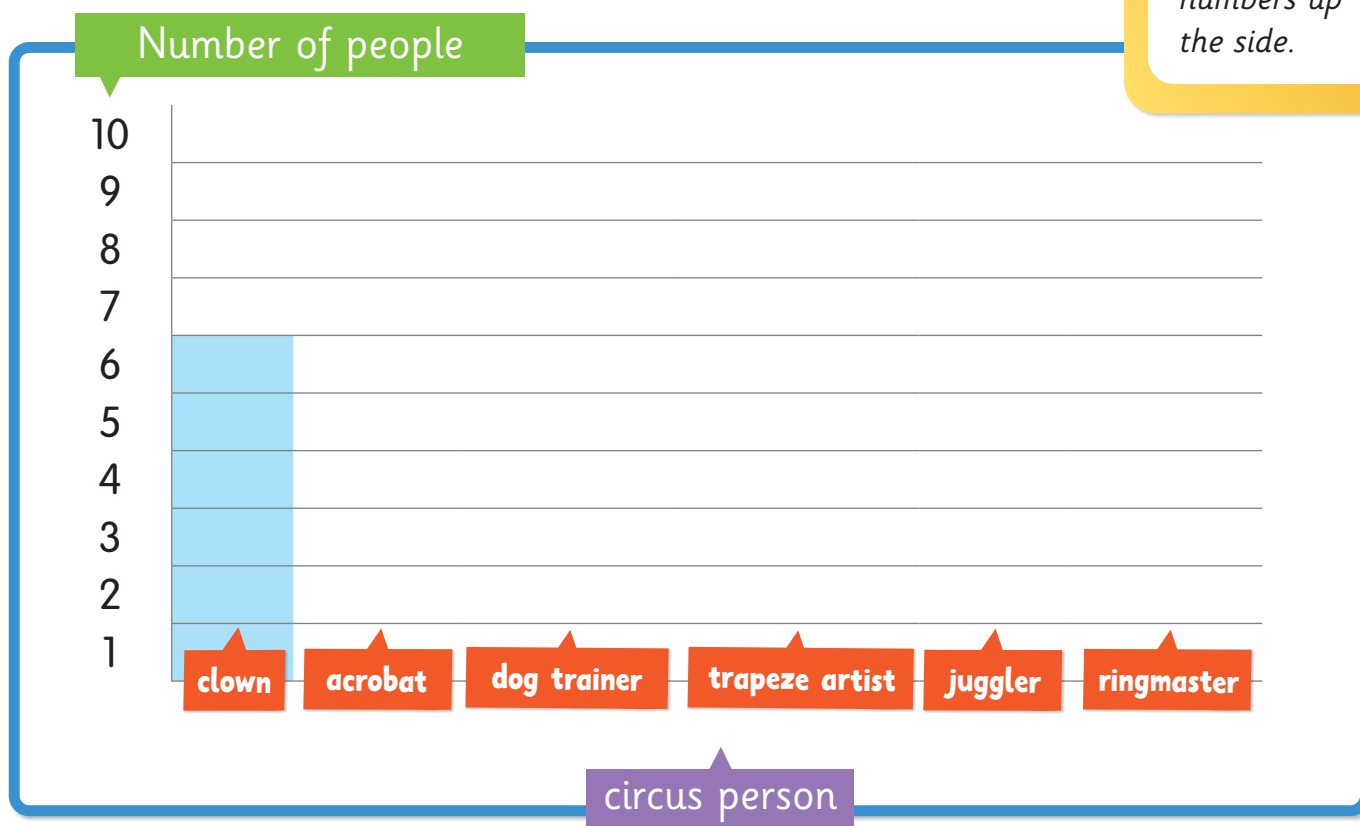
trapezes artists ✗ trapeze artists ✓



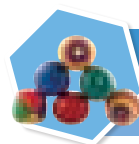
2 Complete the bar chart for Reem's circus

Tip!

Bar charts usually show numbers up the side.



3 Look and say


Language:

How many ... are there? There are (six).

How many clowns are there?

There are six clowns.



Learn sounds

with Busy Bee!

o u o w

Lesson 4

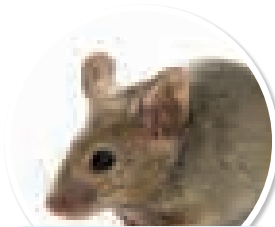
Unit
6



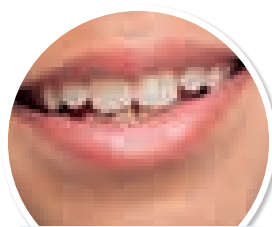
1 Listen and read. Then say



cloud



mouse



mouth



pound



clown



cow



flower



2 Look and complete the words



3 Look and say

1



cl _ _ n

2



p _ _ nd

3



m _ _ se

4



m _ _ th

5



cl _ _ d

6



fl _ _ er

7



c _ _



Phonics:

the ou and ow sounds

a b c d e f g h i j k l m
n o p q r s t u v w x y z



Learn to write

with Busy Bee!

Lesson 4

Unit
6

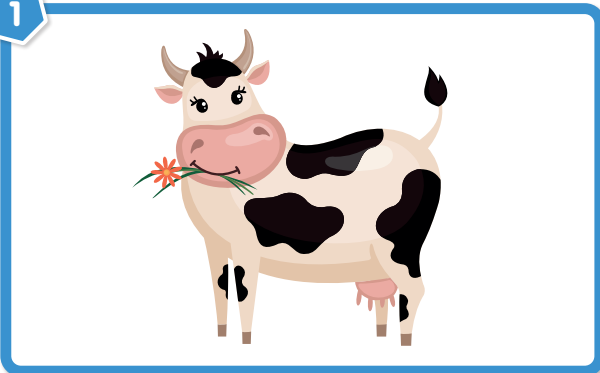


4 Look, trace, and complete



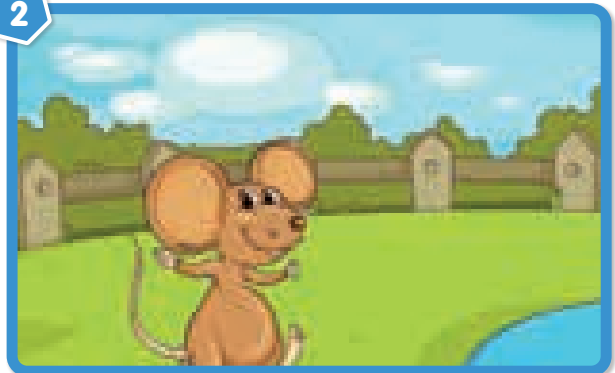
5 Listen and check

1



The _____ has a flower in
its _____.

2



The _____ is under
a _____.



6 Look at the picture and read

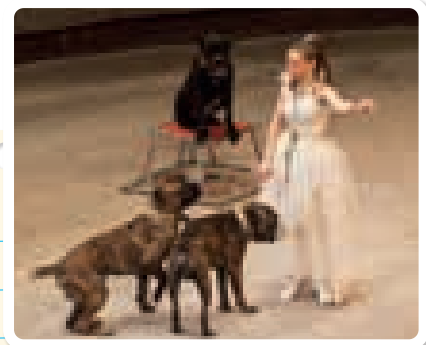
The clown is young and fat. He is
at the circus. He is very funny.



7 Write sentences. Use the words in the box if you want

dog trainer tall young circus

Handwriting practice lines (pencil paper).



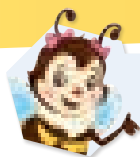


Science:

The scientific method

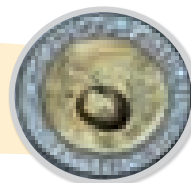
Lesson 5

Unit
6

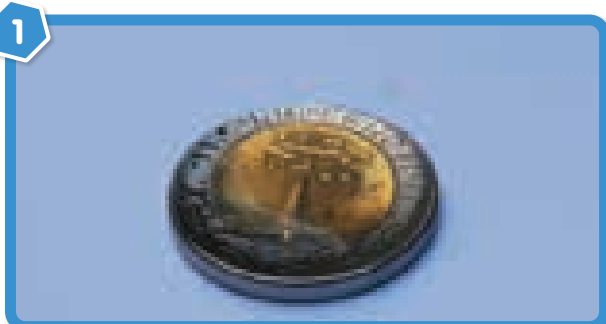


1 Read and think

How many **drops** of water can you put on a pound **coin**?



2 Listen and read



Put a pound coin on your desk.
Guess how many drops of water the coin holds.



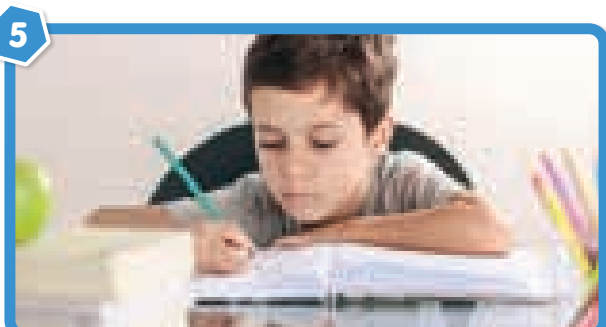
Put drops of water on the coin.
Count the drops.



Write the number.



Dry the **coin** with a **cloth**.
Do the **experiment** again.



When there is water on all the coin, stop. Write the number of drops.



Check your answers with a partner.



3 It's your turn. Work with a partner. Look and complete

You will need:

1



water drops

2



.....

3

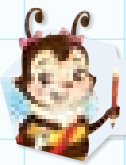


.....

4



.....



4 Try and write

Guess



number of drops

.....

Check



number of drops

.....

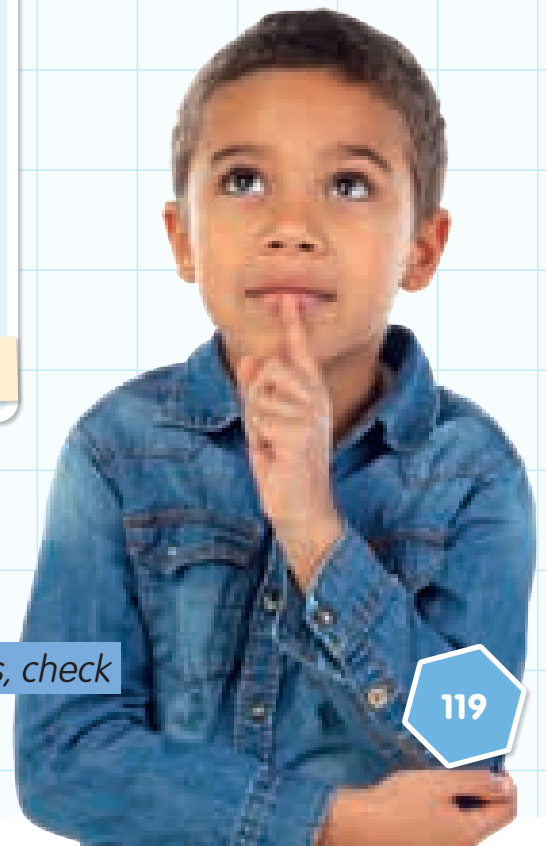


5 What happens if the two numbers are different?



Vocabulary:

Vocabulary: drop, coin, cloth, experiment, guess, check





Science:

The scientific method

Lesson 6

Unit
6



1 Read and think

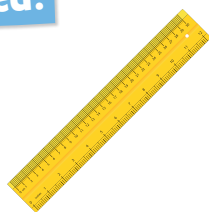
Choose an object in the classroom.
How big is it? Can you guess?

Measuring length



2 Decide what you need. Look, draw, and write

You will need:



a ruler

.....

.....

.....

.....



3 Look, guess, and write



Object	Guess	Measure
book	19 cm	23.5 cm



4 Write about your experiment

I guessed the book was 19 cm wide, but it is 23.5 cm.

Lined paper for writing.



Project:

Shapes picture

Lesson 7

Unit
6

You will need:



a big piece of white
or black paper



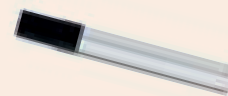
colored paper



scissors



glue



a black pen

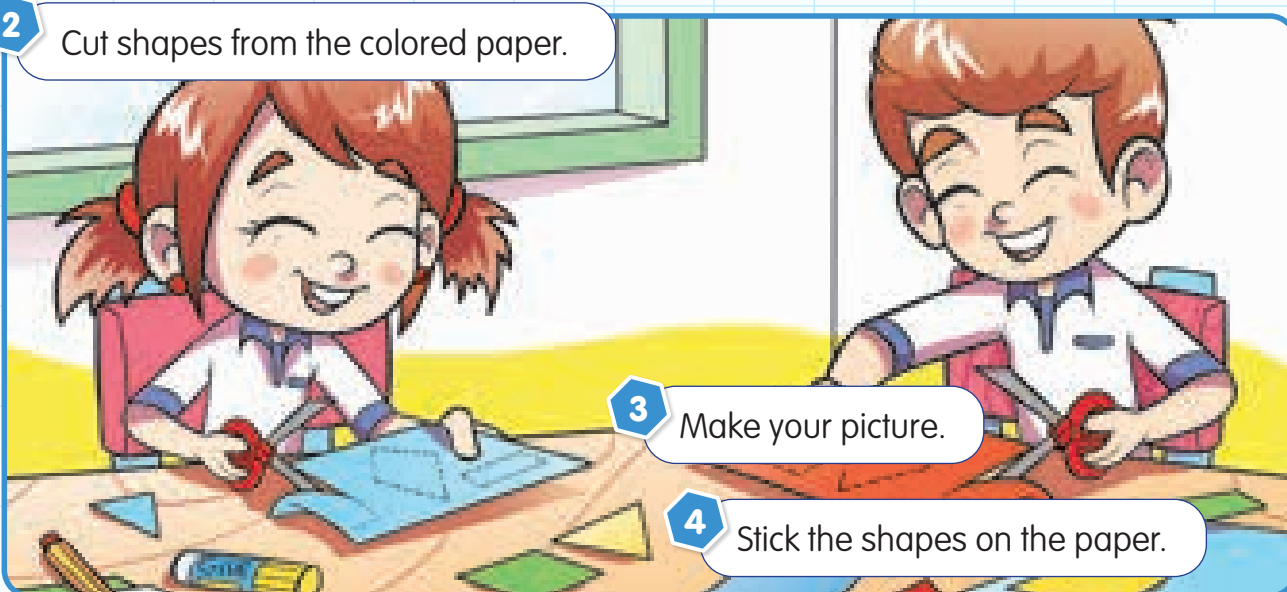


1 How to make your shapes picture

1 Plan your picture on your black or white paper.



2 Cut shapes from the colored paper.



3 Make your picture.

4 Stick the shapes on the paper.

Show and tell

Lesson 7

Unit
6



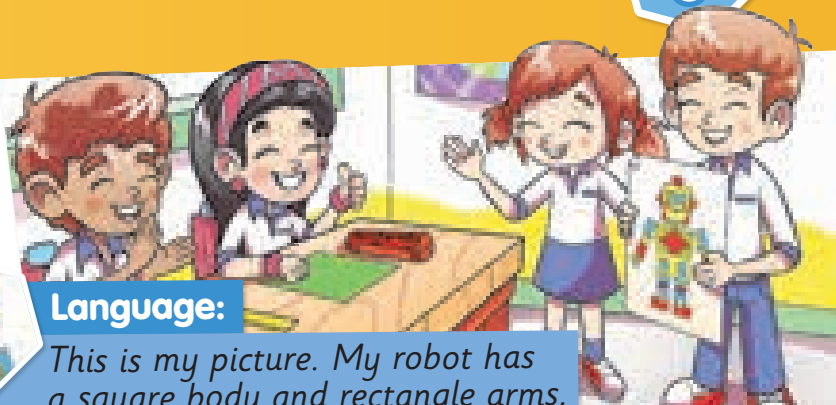
2 Show and tell

Self Assessment



Language:

This is my picture. My robot has a square body and rectangle arms.



Read and color the stars that describe your effort

Reading
and
speaking



I can read about people at the circus.



I can describe people at the circus.



I can talk about my favorite person at the circus.



Writing



I can finish sentences with words to make complete sentences.



I can write simple sentences about circus people.



I can describe simply my favorite circus person.



Phonics



o u ow

I can read words with ou/ow sounds.



I can write words with ou/ow sounds.



I can write sentences with words that have ou/ow sounds.



Math



I can identify simple quadrilaterals.
I can complete a tally chart with my teacher's help.



I can say the differences between some quadrilaterals.
I can complete a tally chart.



I can say why some quadrilaterals are different.
I can ask and answer questions about the information in a bar chart.



Science



I can put the steps of an experiment in order.



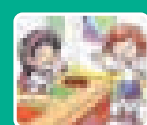
I can guess the result of an experiment and check the result again.



I can guess the result of an experiment, check the result again, and talk about it.



Project



I work with my group to make a shape picture.



I work with my group to make a shape picture and say ideas to make it better.



I work with my group to make a shape picture, say ideas to make it better, and talk about it to my class.



Teacher Assessment



123

Play time



1 Read and trace, then write

- 1 The people are in the circus tent.

- 2 The ringmaster is talking to the people.

- 3 The clown is short and funny.

- 4 I love the trapeze artist because she can fly.

- 5 The juggler is throwing balls.



2 Circle the circus words in the wordsearch



y	b	x	j	c	i	r	c	u	s
s	v	t	u	e	o	o	d	w	d
b	o	e	g	w	f	p	e	f	e
r	i	n	g	m	a	s	t	e	r
x	u	t	l	a	c	e	g	d	r
a	y	a	e	f	r	g	s	v	u
r	c	f	r	g	o	h	v	c	o
s	l	h	r	i	b	j	n	r	p
d	o	g	t	r	a	i	n	e	r
o	w	n	e	k	t	k	i	t	k
p	n	d	d	l	k	m	x	n	l



3 Look, read, and complete



~~circus~~ fat trainer there's acrobat coat ~~I'm~~

Hi, I'm Waleed. I'm at the circus. I'm very excited! There's a ringmaster. He's short and _____. He has a red _____. Next to the ringmaster, there's a dog _____. Across from the dog trainer, _____ a tall, thin juggler. I can see an _____. He's walking on a rope.



4 Read, draw, and color

Hi, I'm Nagwa. I'm at the circus. There's a ringmaster. He's tall. Next to the ringmaster, there's a dog trainer. The dog trainer has three small, black dogs. Above them all, we can see a trapeze artist.



Review 2



1 Listen and point



2 Play and say

Start



It's a chair.

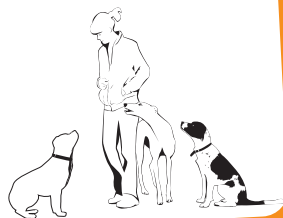
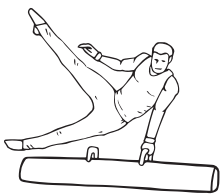
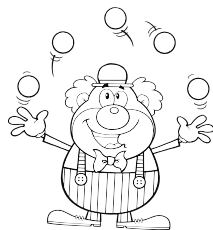




3 Read and color the correct pictures of Waleed's circus trip



Hi Grandma! I'm very excited. I'm at the circus. I can see a short, fat clown. There's an old ringmaster – he's very funny. There's a young dog trainer. The dogs are very funny! The juggler is next to the ringmaster – the show is beginning! Bye!



4 Point and say

1

Who's he?

2

He's a clown.

3

What does he look like?

4

He's...



Revision of vocabulary
and language from Units 4-6



Review 2



1 Look and complete with the words in the box

fantastic
pandas
~~going~~
Let's
next to
straight
turn
we



Hany: We're at the zoo – hurray! How about going to see the giraffes?

Amira: Great idea! They are _____ the elephants.

Hany: How do _____ get there?

Amira: Go _____, then _____ right.

Hany: OK, thank you! _____ go!

Amira: And after the giraffes, can we see the hippo?
It's across from the _____.

Hany: Yes, _____!



2 Listen and check



Revision of vocabulary
and writing from Units 4-6



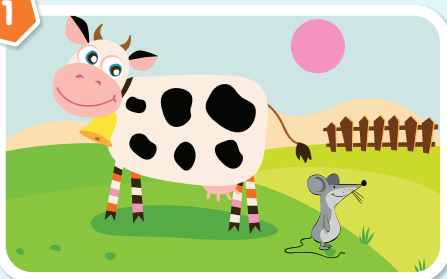
3 Listen and write

<i>air/ear</i>	<i>ph/wh</i>	<i>ou/ow</i>
1 h _ _ _ _	5 e _ _ _ _ _ _ _	9 c _ _ _ _ _
2 e _ _ _	6 w _ _ _ _ _	10 c _ _ _ _ _
3 e _ _ _ _ _	7 p _ _ _ _ _	11 m _ _ _ _ _
4 b _ _ _ _ _	8 w _ _ _ _	12 c _ _ _



4 Look and write. Then say

1



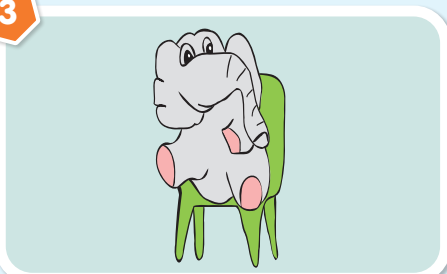
I can see a _ _ _ _ _ and
a _ _ _ _ in a field.

2



There's a _ _ _ _ _ in
the _ _ _ _ _ with me.

3



There's an _ _ _ _ _
sitting on a _ _ _ _ _.



5 Listen and check



Revision of sounds
from Units 4-6



Review 2

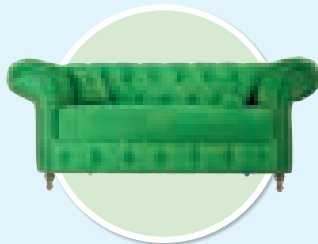
Self Assessment

Now I can...

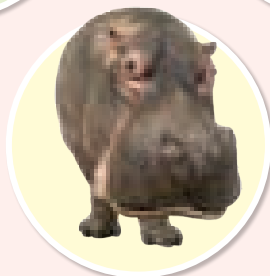


1 Look and check what you can say

1 say furniture. ☐



2 say zoo animals. ☐



3 talk about a circus. ☐



4 say these sounds. ☐

a i r

e a r

p h

o u

w h

o w

Review 2



1 Complete the descriptions with the words in the box

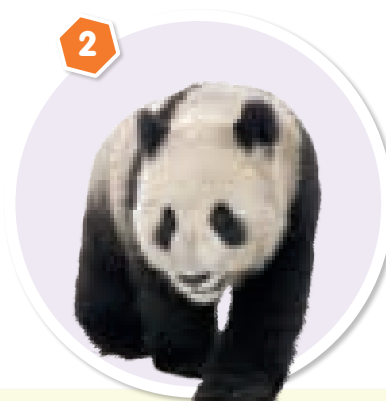
bamboo forests black ~~brown~~ fat grasslands
~~grasslands~~ grasslands sea water white yellow gray

1



Hi! I'm big and brown.
 I have big teeth. I live in the
grasslands of Africa.

2



Hi! I'm _____ and white.
 I live in the _____ of
 China.

3



Hi! I'm black and _____
 and short. I live by the
 _____. I love water.

4



Hi! I'm _____ and very
 big. I have big ears. I live in the
 _____ of Africa.

5



Hi! I'm _____ and brown.
I have a very long neck. I live in
the _____ of Africa.

6

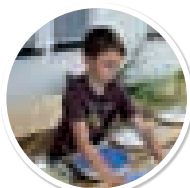
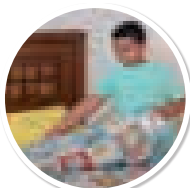


Hi! I'm brown or _____.
I live in Africa, near _____.
I like being in water for around
16 hours per day.



2 Find and circle

_____ the cat
_____ the vegetables
_____ the floor
_____ my bed
set the _____



h	u	f	e	e	d	e
d	l	o	r	t	c	h
b	c	u	t	h	x	a
t	g	t	w	i	n	p
s	w	e	e	p	y	p
r	i	y	m	a	k	e
r	x	c	v	t	m	d
d	m	t	a	b	l	e

CONNECT READING ADVENTURES

Malak's Dream



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Picture Dictionary



lip-read

She can't hear so she is **lip-reading**.



American Sign Language (ASL)

He is using **ASL** to talk.



university

My brother studies at **university**.



hearing aid

The **hearing aid** in the child's ear helps him hear.



proud

His parents are very **proud** because he finished school.



clever

She can answer all the questions. She is very **clever**.



This is Malak. She loves teaching. She wants to be a teacher when she's older.



Malak can't hear well. She wears a **hearing aid** that helps her to hear better.

Sometimes Malak feels sad because some children can't **understand** her. She wants to be a teacher. She can help people understand.



Malak goes to a special teacher. The teacher shows Malak how to **read lips**. Now Malak can see what people say.



Malak is very kind and likes playing games with her friends. She talks to them, but they can't understand her because they don't know sign language.



Malak sees a sad, deaf boy. Malak talks to her mom: “I want to be a teacher when I am older.” Her mom says “You can work hard. You can go to **university** to be a teacher. You are very **clever**. You can help deaf children. You can help all children to understand each other.”



Malak wants to speak to all deaf people. She wants to help them. She learns **sign language**.



She can say “Hello” in sign language. She can ask “How are you?” in sign language. She learns how to say many things. She talks to deaf people. Her friends like sign language.



Malak’s friends want to learn sign language. They say to Malak, “Please **teach** us some sign language.”



Malak and her friends sign to each other. Everyone can talk and they can use sign language.



Malak finishes **university**. She is very happy and **proud**.



Miss Malak is now a teacher at a **club** after school. Some of the children can hear, some can't hear well and some of the children are deaf. She uses sign language to talk to the deaf children and to children who can't hear well.



The hearing children watch Miss Malak signing with the deaf children. They see the sign language. They think it's great fun. They say to Miss Malak, "Can we learn sign language?"



Miss Malak is very happy and excited. She teaches the hearing children some sign language.



When the children come to the **after-school club** they sign “Hello!”, “How are you?”, and “Have a good day”. to Miss Malak.



All the children speak and sign to each other in the club.



The hearing children sign to the deaf children. They play together. All the children are very happy and they have many friends.



Malak says, "Be happy and help others. People can learn to talk with each other."



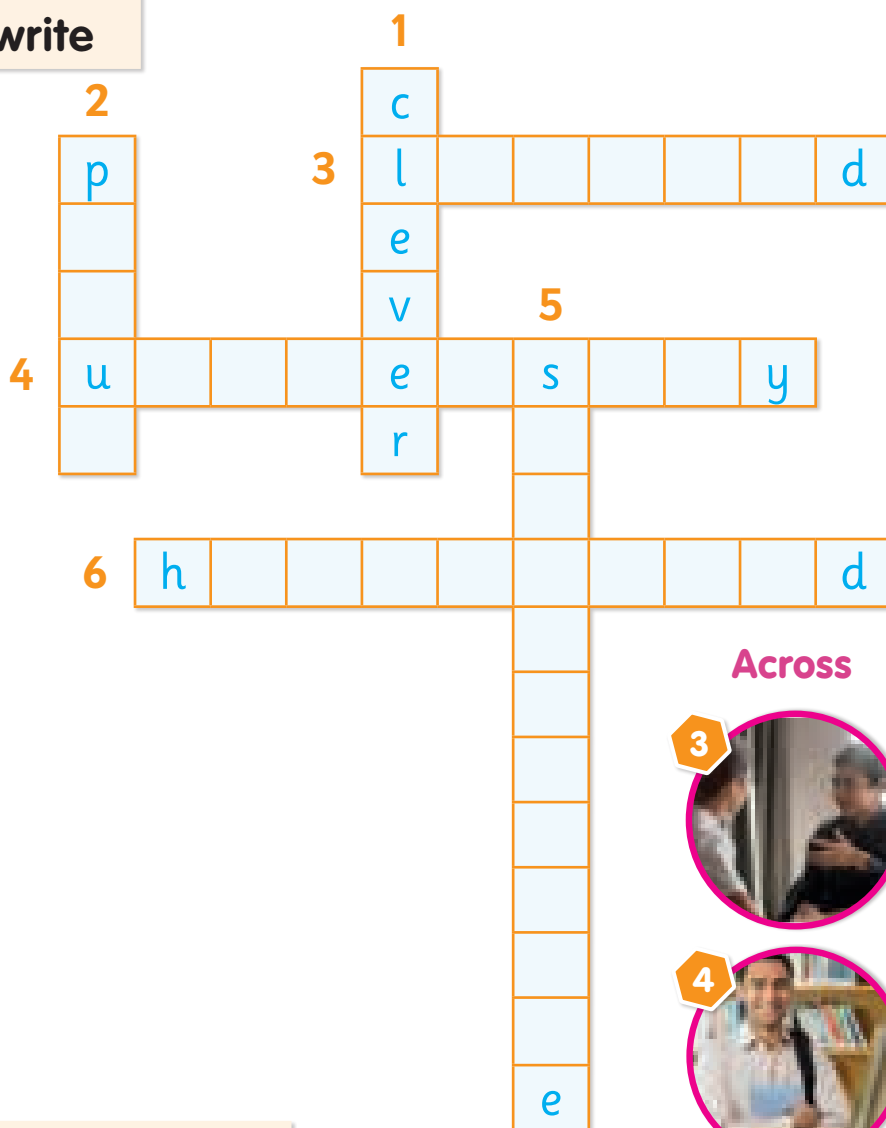
Story:

Lesson 2

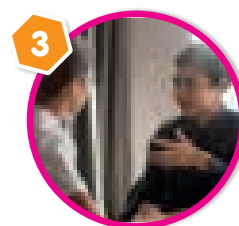


1 Look and write

Down:



Across



2 Look, read, and guess

- 1 Malak loves **teaching**. **Teaching** means ...
a help people learn. **b** help people run.
- 2 Malak is a teacher at a **club**. A **club** is ...
a a place where you can learn, play, and meet friends.
b a place where you can sleep and watch television.
- 3 Some children at the after-school club are **deaf**. **Deaf** means ...
a can't hear at all. **b** can't hear well.



3 How do they feel? Look, read, and circle

1



a Malak is excited.

b Malak is tired.

2



a Mom and dad are very proud of Malak.

b Mom and dad are very angry with Malak.

3



a The children are happy.

b The children are sad.



4 Look and number







5 Say the story







Story:

Lesson 3



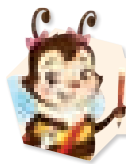
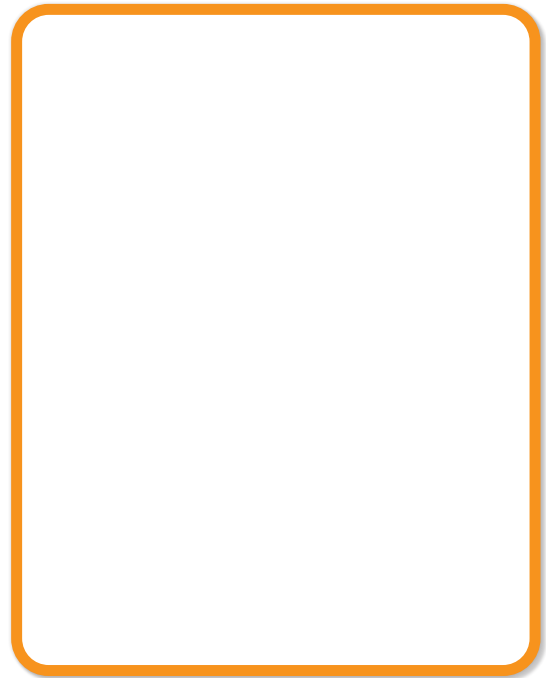
1 Look, read, and complete. Draw a picture of Malak

teacher club ~~hearing aid~~ happy lip-read university

Malak wears a hearing aid. She wants to be a _____ when she's older.

Malak goes to _____. Malak is now a teacher. She works at an after school _____. She helps hearing children play and _____ with deaf children.

All the children are now _____ and they can play together.



2 Color, trace, and do



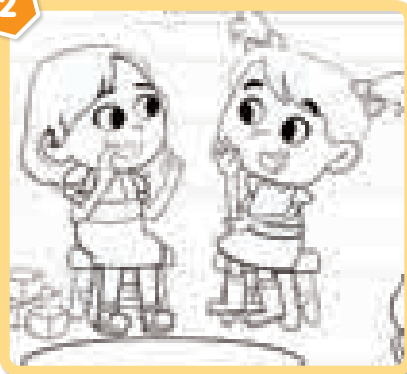
3 Sing

1



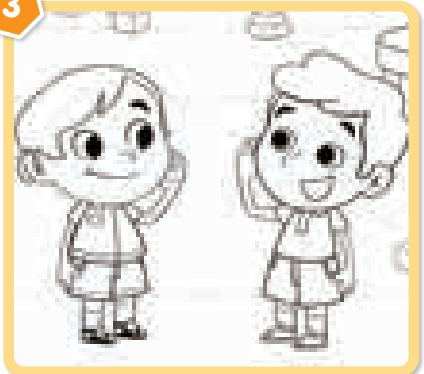
Hello!

2



How are you?

3



Have a good day.



1 Match and write

1 I like Malak because

2 I like Malak's mom and dad because

3 I like the hearing children because

a they helped her.

b they sign with their deaf friends.

c she is clever.

.....

.....

.....



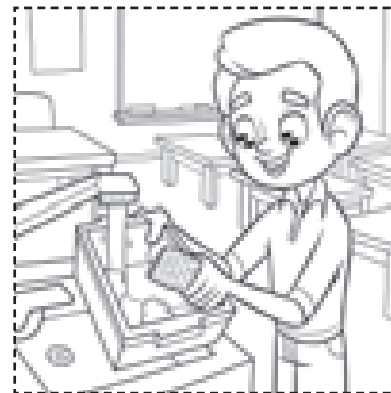
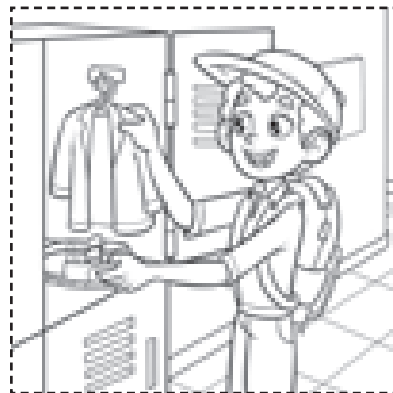
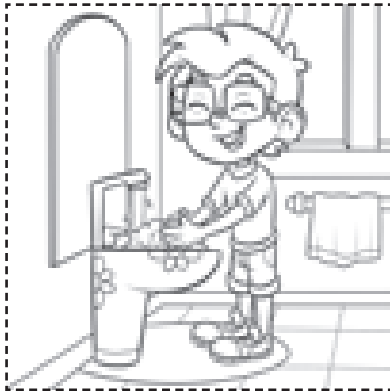
2 Read, draw, and write

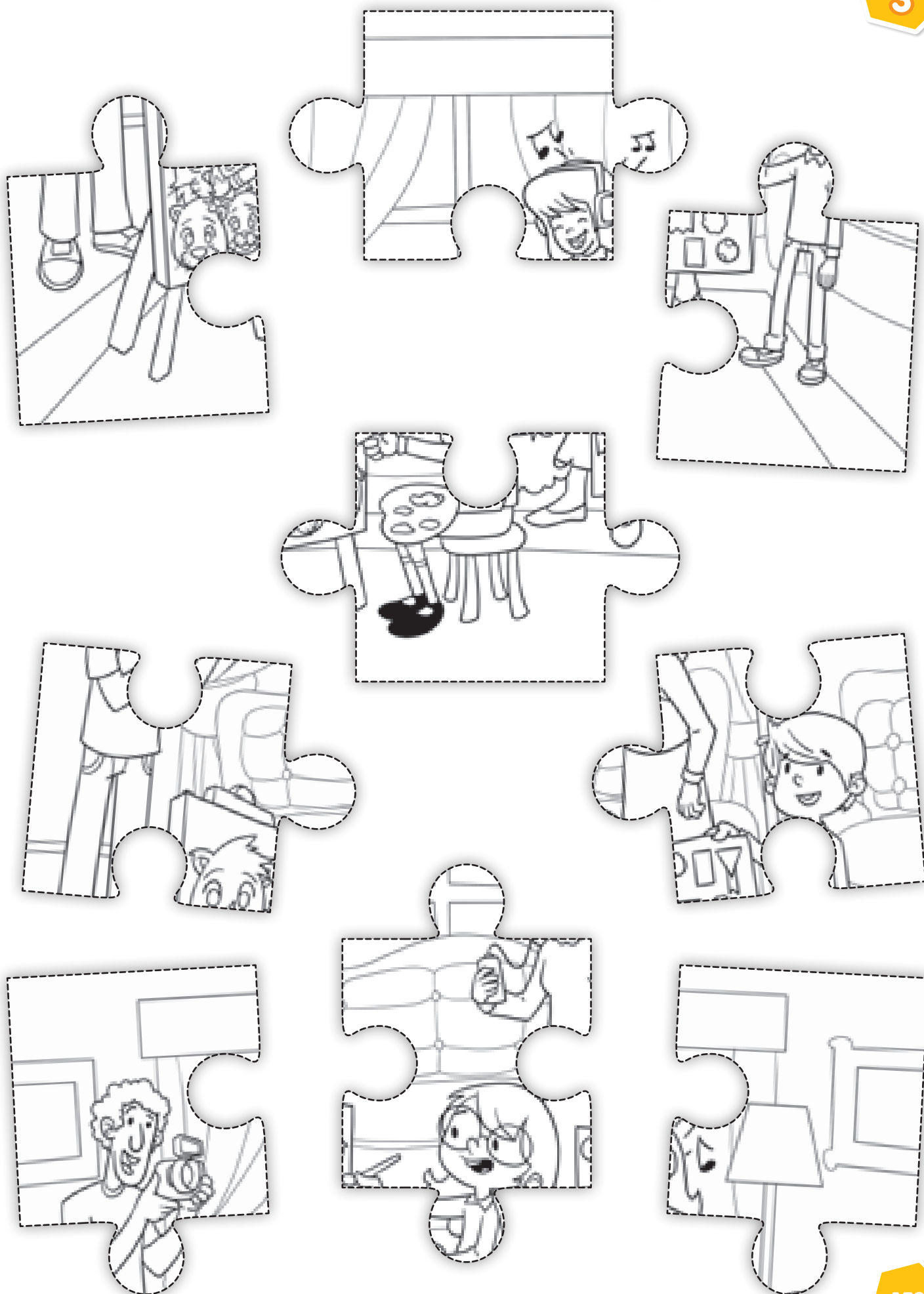
My favorite part of the story is when

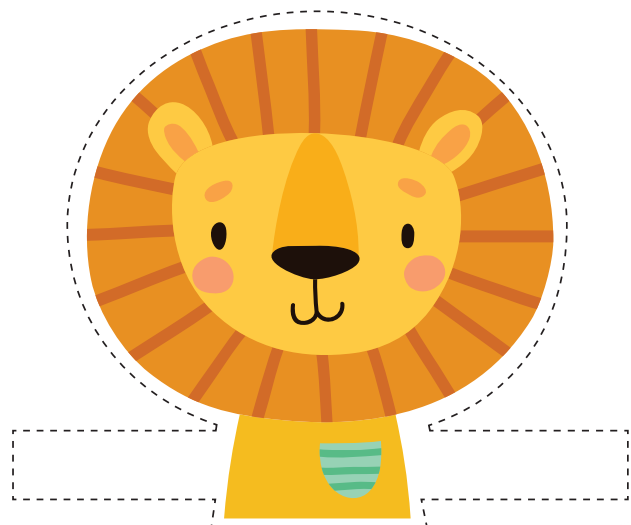
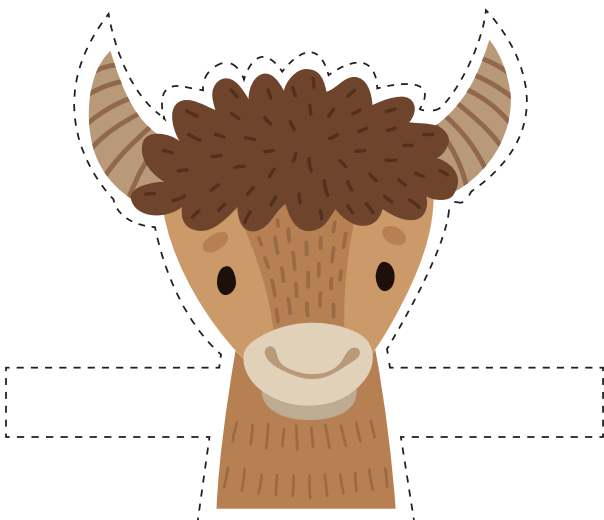
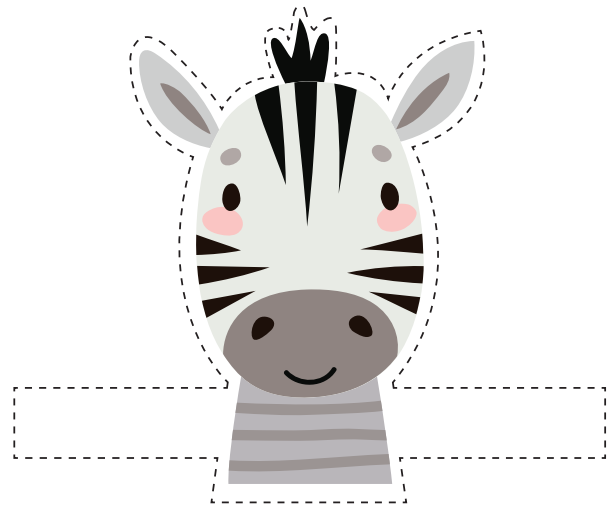
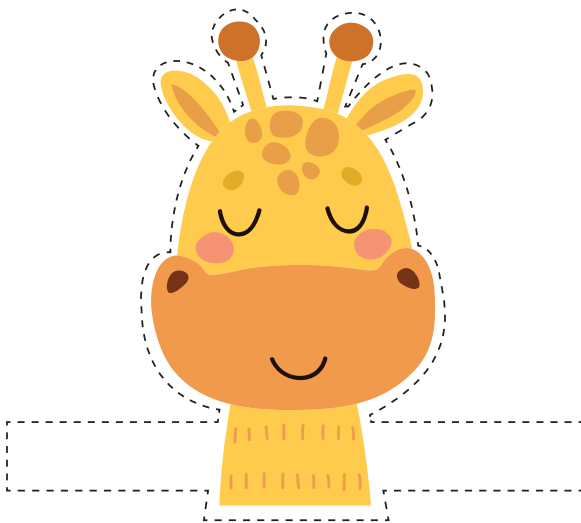
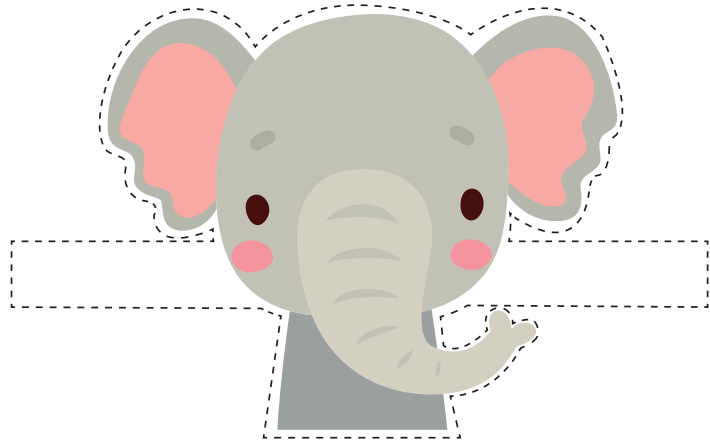
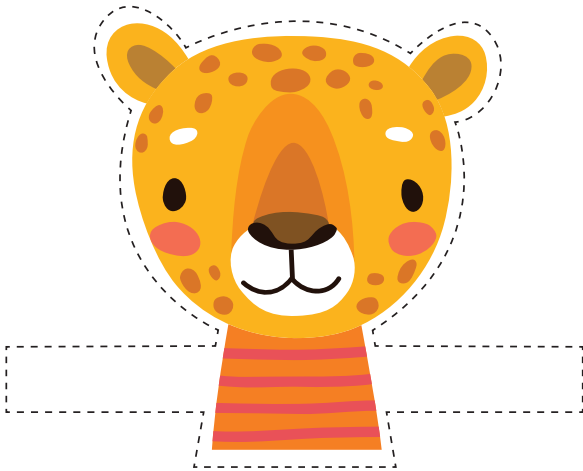
I like it because

Cutouts









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Irfa'l for p6 car; nalin chanthorn for p6 chair; Es sarawuth for p6 phone; Lightkite for p6 ice cream; HuMaN X for p6 apple; olllikeballoon for p6 chocolate bar; nikiteev_konstantin for p6 banana; Farah Sadikhova for p6 rice and fish; Mochipet for p6 hot dog; Rebellion Works for p6 hamburger; pizzacola for p6 pizza; Anna Kucheroova for p7, p8 and p52 bananas; yeuyeu for p7 and p17 walk; Boyko.Pictures for p7 and p9 sleep; Victoria Sergeeva for p8 vegetables; Getwell_Uv for p8 snakes and ladders board; JGA for p9 happy; Tanya_mtv for p9 top leaf; Daniel Prudek for p9 bee; Analia26 for p9 bee; Colorful Studio for p9 eat and p22 have a fever; Artnata for p9 bottom leaf; Vectorpocket for p9 bottom clean; CandyDuck for p9 meat; Arak Rattanawijittakorn for p10 tug of war; Natalya Shatilova for p10 bee on a green leaf; BarbaraDiniz for p10 Amira and Shereen; Crisan Rosu for p10 clean the playground; tynyuk for p11, p15 and p17 a man eating and p28 sick man; Dreamcreation for p11 a bee on a leaf; Olha Kostiuk for p12 ruler; logistock for p12 hand; Anton Starikov for p14 colored cardboard; macondo for p14 scissors; Dzm1try for p14, p30 and p84 glue; MSSA for p17 bottle; yatate for p17 sleep and p27 and p33 ill boy; Viktoria Kazakova for p17 weights; Hellokuro for p19 headache and cold, p22, p31, p32, p50 and p54 headache and p50, p32, p50, p54 and p55 cold; yumid for p19 and p32 cough; ann131313 for p19 and p31 fever, p32, p50 and p54 sick and p64 hair; nezabudka_art for p19 medicine border; ONYXprj for p20 girl and body parts; Passion-pearl for p20 assembled boy and p61 and p72 boy cutting food; movinglines.studio for p21 heart; Oqvector for p21 girl and boy pointing at stomach; Victor Brave for p22 have a cold; Love You Stock for p22, p50 and p54 cough; PinkPeng for p22 feel sick; toranosuke for p22 stomach hurts; CartoonDesignerFX for p23 hospital scene; Rod Savely for p24 sick; zunaki for p24 and p33 sky; Pixel Embargo for p26 apple; Lorelyn Medina for p26 wash hands, p40 magnet and paperclips, p59 and p71 children and teachers in a circle, p61 and p72 feeding the cat and p61 and p72 setting the table; Drug Naroda for p26 smile; nekosanki for p26 top don't touch your face; Sabelskaya for p26 cover your mouth and p80 plastic bottle; BRO.vector for p26 woman looking after sick man; klyaksun for p26 girl washing hands; Nika Karpenko for p26 bottom don't touch your face; StockSmartStart for p28 top nurse; vectorpouch for p28 hospital and p87 zoo; graphic-line for p28 doctor and nurse; Zhukovskiy for p30 poster paper; computerman for p30 and p84 colored pens; Ksenya Savva for p32 boy full body and p103 clown; Sazhnieva Oksana for p34 and p46 magnets; Milan M for p37 and p47 dark blue, light green, yellow, and red and p37 dark green; mejnak for p37 and p47 orange, grey, pink and black and p37 light blue; Polina Tomtosova for p37 blank ink splats; Simple Concept for p37 spider; kosmofish for p37 baseball; AVIcon for p37 picture; iconim for p37 football; NikWB for p37 clock; Lifeking for p37 badge; dip for p38 notebook paper; attaphong for p39 clocks; Vladimir Tronin for p39 clock hands; Valeri Hadeev for p40 bottle, p59, p102 and p106 chair and p75 zoo; matsabe for p40 string and p80 polluting the river; ILYA AKINSHIN for p40 paperclip; Inspiring for p40 iron; Magicleaf for p40 and p46 scissors; H.Elvin for p40 stethoscope; OSweetNature for p40, p41 bottom and p47 magnets; BlueRingMedia for p41 pull and push, p77 bamboo forest and p81 putting water on balcony; lockon16 for p41 top magnet; yusufdemirci for p42 sing, fishing and sports; HilaryGraphic for p42 space; baldez for p42 top spider; Tartila for p42 king; what is my name for p42 speaking; Ilogosha for p42 living room; Eleos for p42 bottom spider; Yayayoyo for p43 happy emoticon; rogistok for p43 punctuation marks; DeawSS for p46 wooden stick; Lucia Fox for p46 fish; Fedorov Oleksiy for p46 paper clips; Peter Hermes Furian for p46 colouring pencils; Bannykh Alexey Vladimirovich for p51 boy and girl drawing a picture; insemar_vector for p52 happy friends; Intro for p52 cake; cobalt88 for p59 television; Macrovector for p59 and p72 sofa; Mikhail Leonov for p59, p72, p102 and p106 clock; 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