My Right

Play, Learn and Create

Educational Applications

LEVEL TWO

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Prepared by

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Introduction

Kindergarten is considered one of the most important and the richest instructional phases. It occupies a unique status in the educational ladder; it is considered the corner stone for all instructional stages. It is also considered the linking bridge over which the child crosses from his limited world at home to the primary school world with its different school subjects, programs and social relationships.

The kindergarten is an instructional stage that has its own independent entity with comprehensive educational goals. It meets the child's different needs, and provides him with comprehensive mental, social, linguistic, biological and moral development in an interesting educational way.

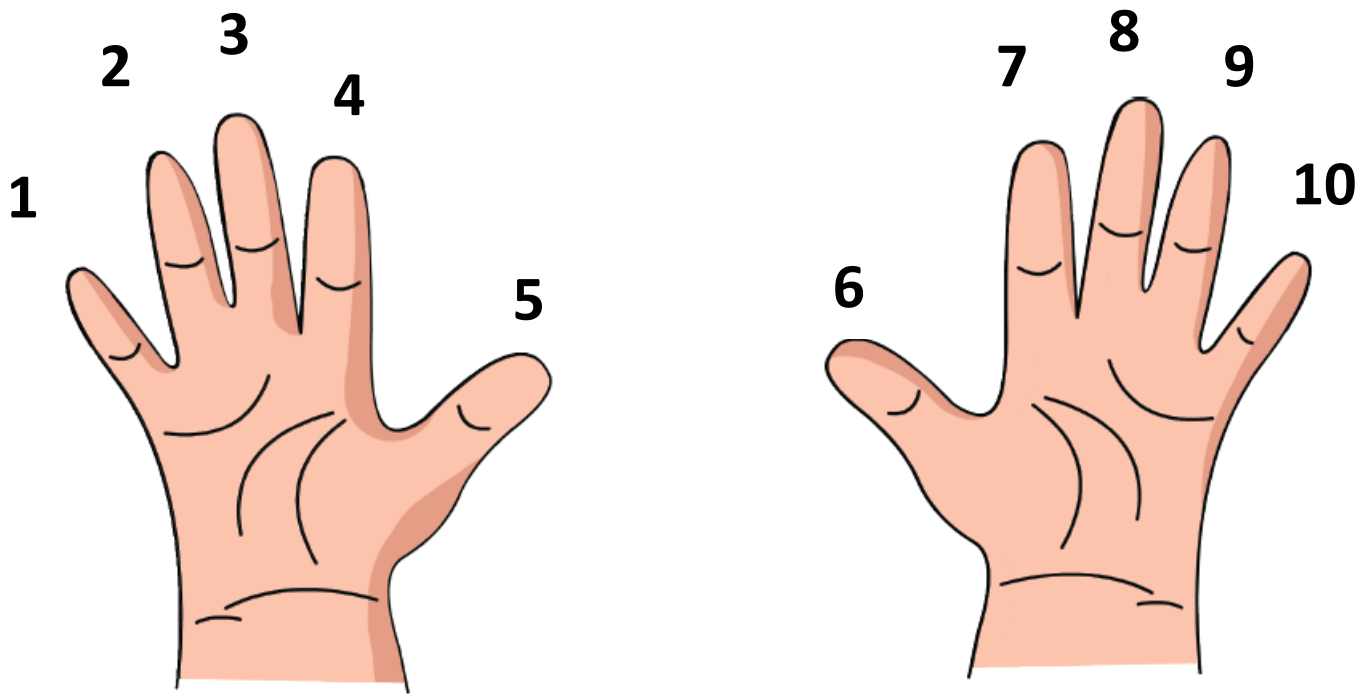
For this reason, the MOE has paid great attention to the continuous development of this cycle to cope with global developments, information revolution, and recent social changes. And hence, the MOE has set the standards and indicators necessary for creating comprehensive quality in kindergarten stage.

It is our pleasure to present the following translated educational applications-level two to our dear children in the kindergarten stage based on language schools students and parents. These applications aim to get the children acquire the mathematical concepts and improve their values and use them in life skills.

The mathematics focuses on understanding and using the basic properties of numerical concepts, using basic methods when undergoing mathematical operations and understanding the basic properties of measuring concepts, as well as geometrical concepts. It focuses also on understanding basic concepts of algebraic relations and data processing and implementation.

Date: -------|--------|----------

Count and colour 10

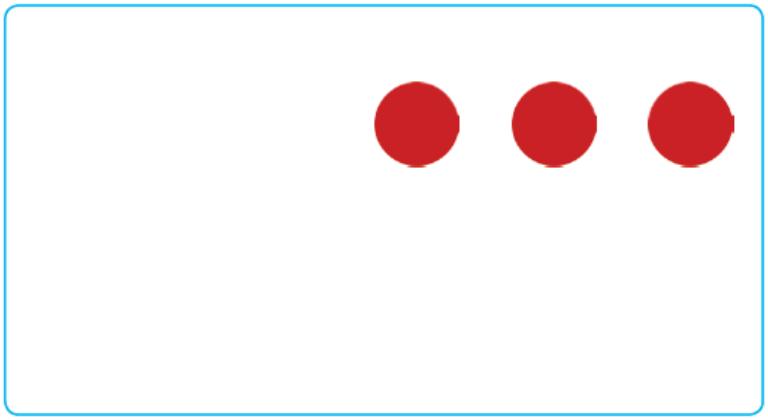


10

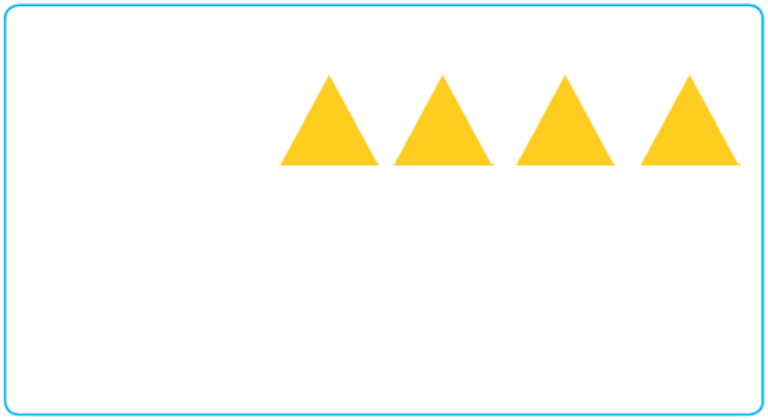
ICC: Count units until (10) and follow until (20)

Date: -------|--------|----------

Draw according to the requested number:



11

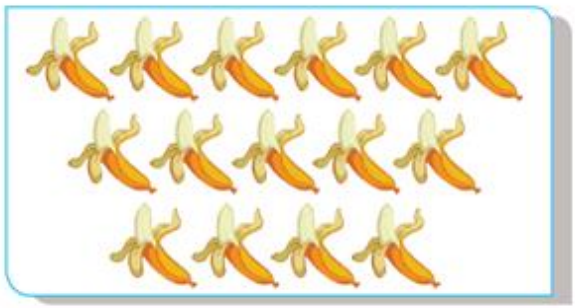


12

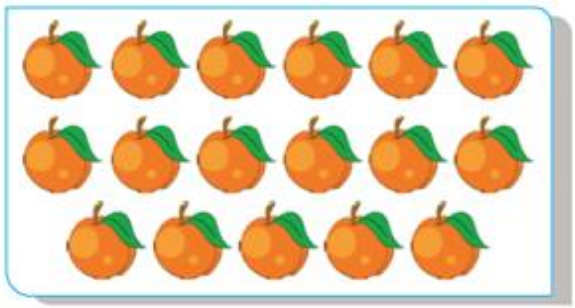
13

Date: -------|--------|----------

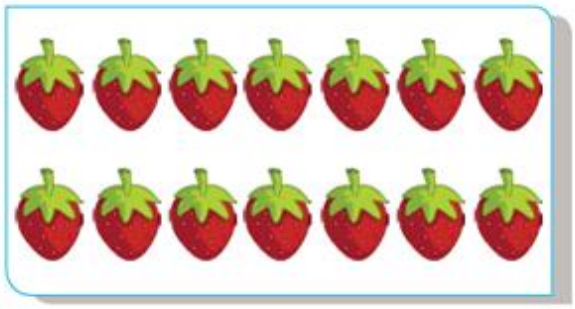
Count and match



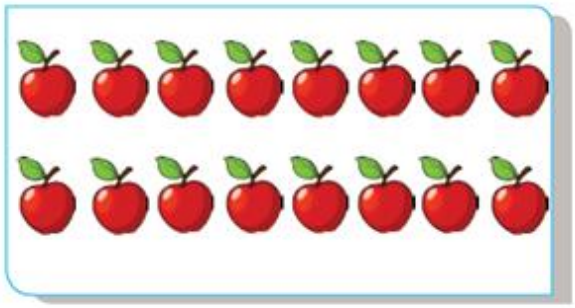
16



14



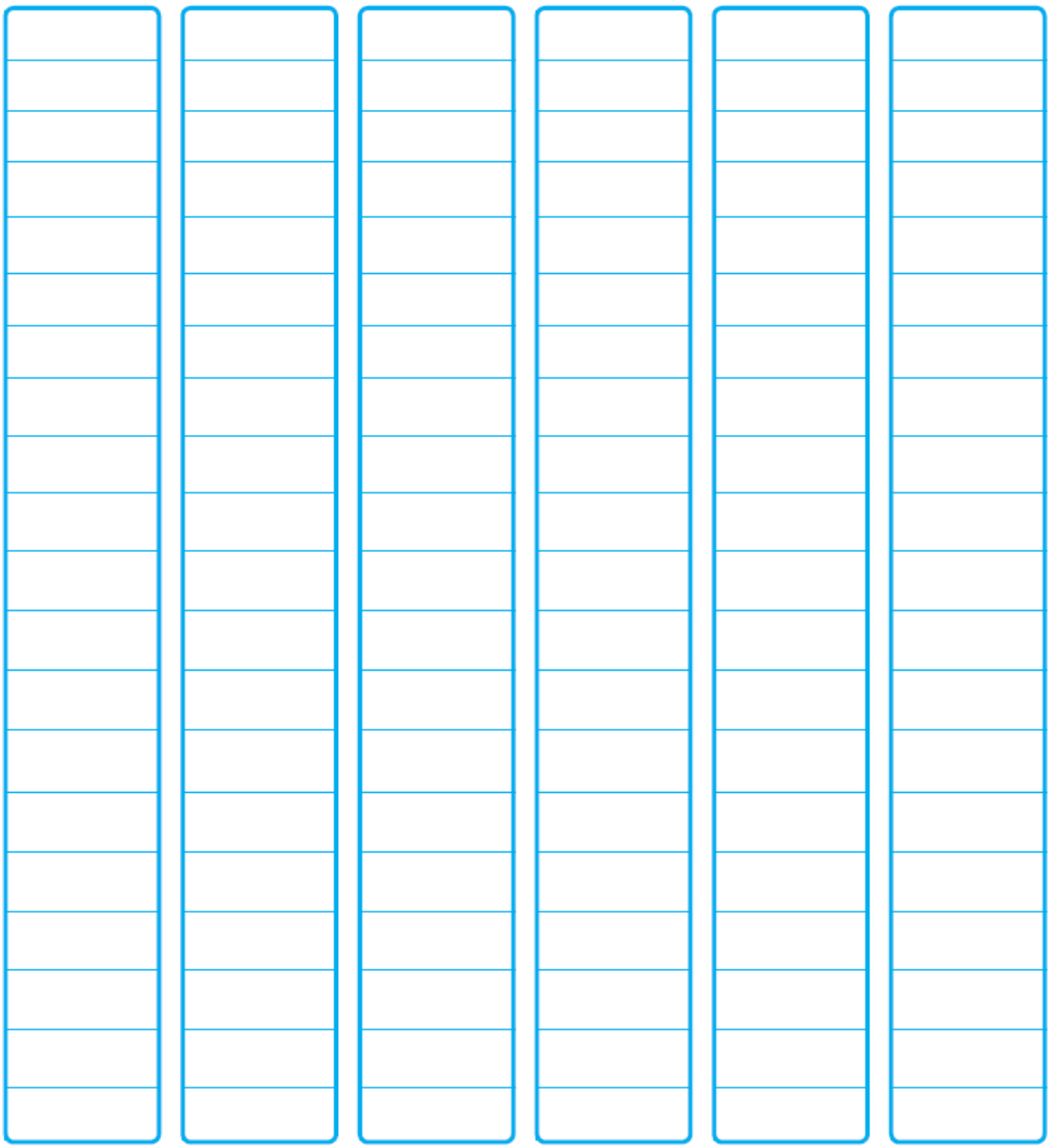
17



15

Date: -------|--------|----------

Colour squares from each column according to the number below:

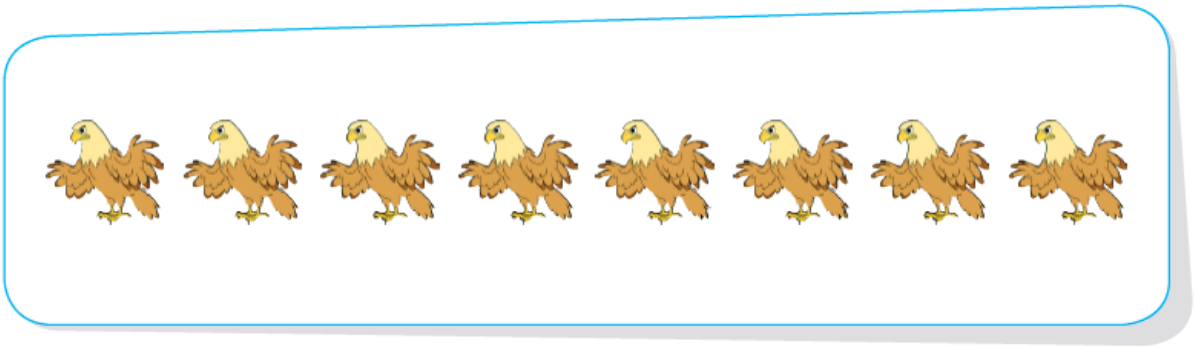


18 14 20 17 19 16

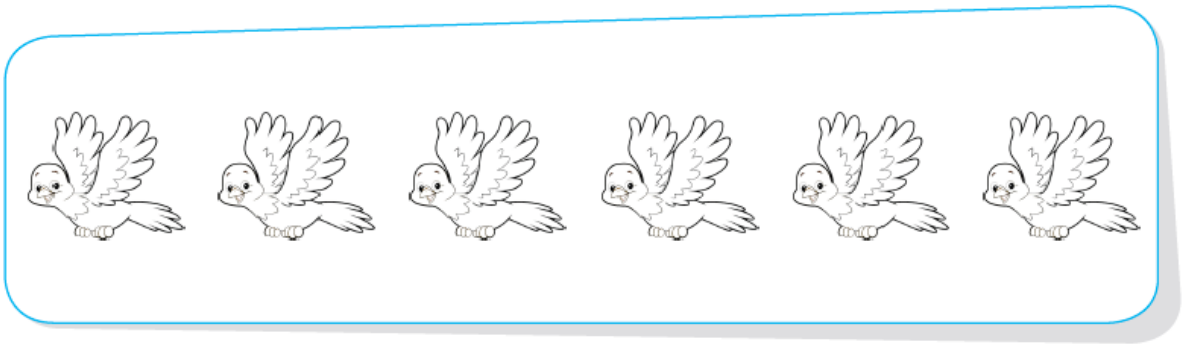
ICC: Count units until (10) and follow until (20)

Date: -------|--------|----------

Circle the fifth and seventh picture:



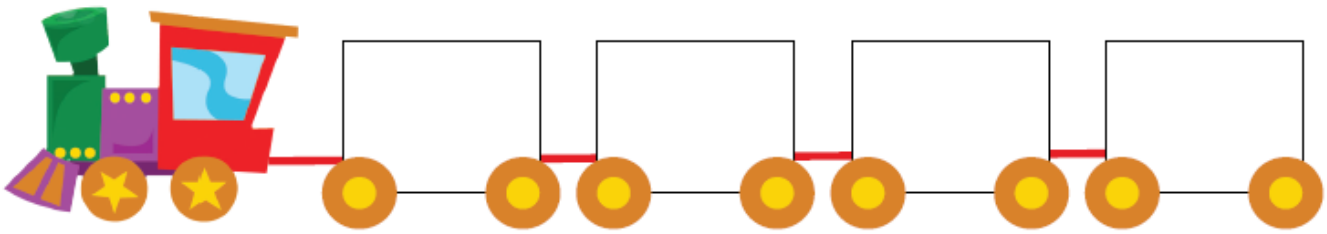
Colour the second picture in red, and the sixth in blue:



ICC: Identify the position of items in ordinal order e.g. (first–second–third….).

Date: -------|--------|----------

Colour the first carriage of the train in yellow and the last one in blue:

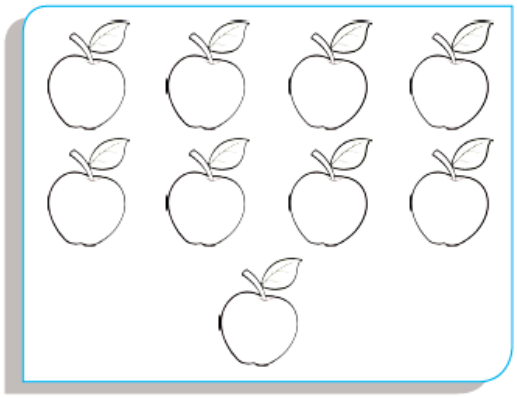


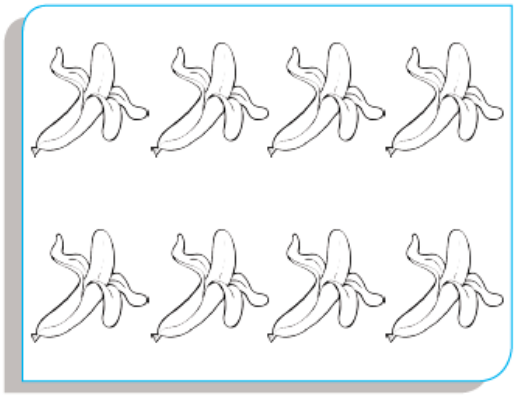
Colour the second child in red and the fourth in yellow:

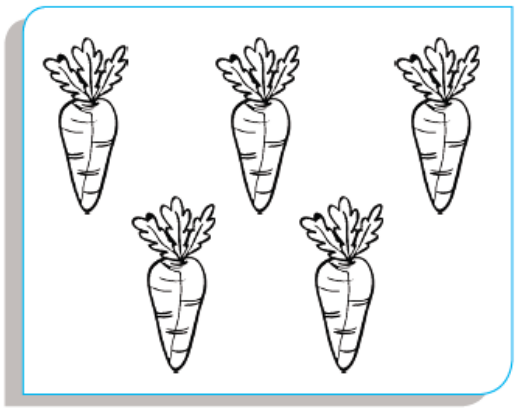
ICC: Identify the position of items in ordinal order e.g. (first–second–third….).

Date: -------|--------|----------

Colour the set with the greatest number:



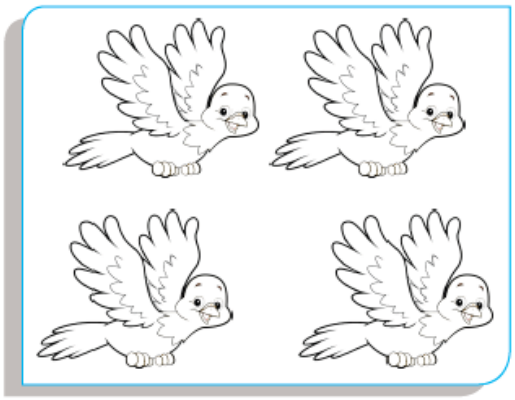


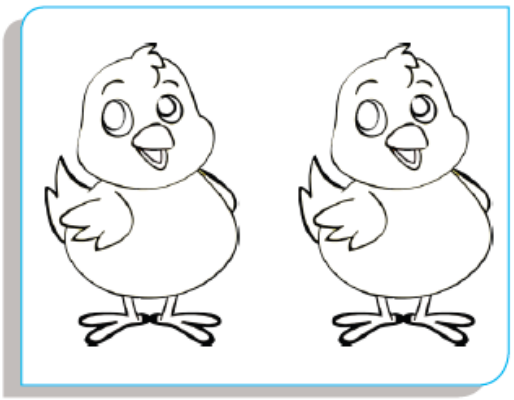


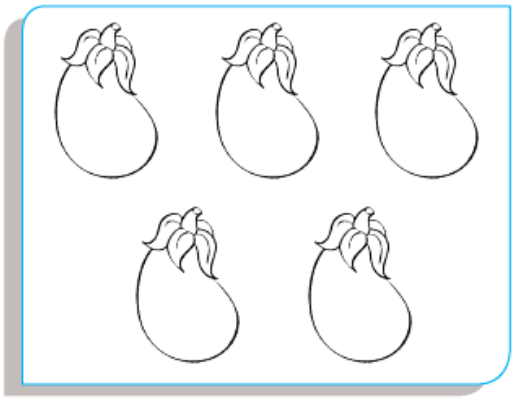
ICC: Compare sets containing at least 10 items and arrange them using the suitable mathematical language e.g. (not found, greater than, less than, ..etc).

Date: -------|--------|----------

Colour the set with the least number:



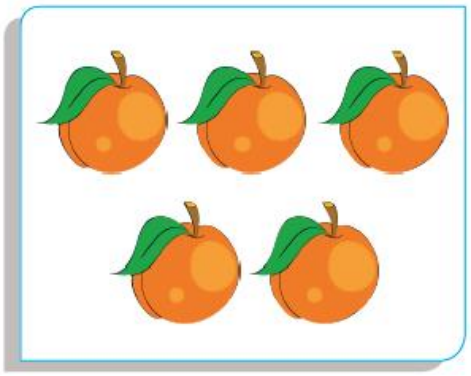


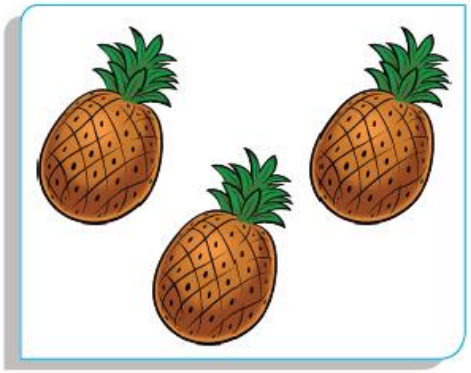


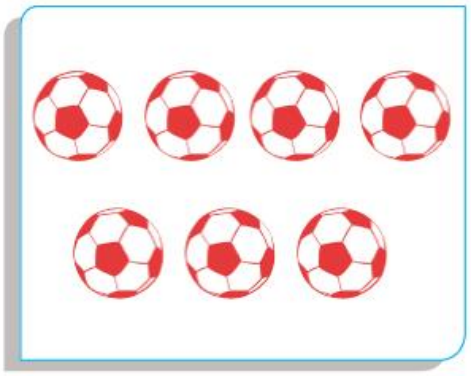
ICC: Compare sets containing at least 10 items and arrange them using the suitable mathematical language e.g. (not found, greater than, less than, ..etc).

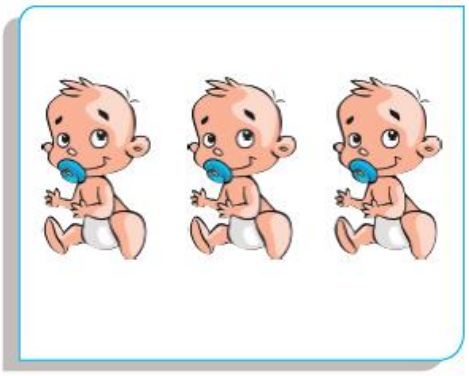
Date: -------|--------|----------

Match the sets with the same number:









ICC: Compare sets containing at least 10 items and arrange them using the suitable mathematical language e.g. (not found, greater than, less than, ..etc).

Date: -------|--------|----------

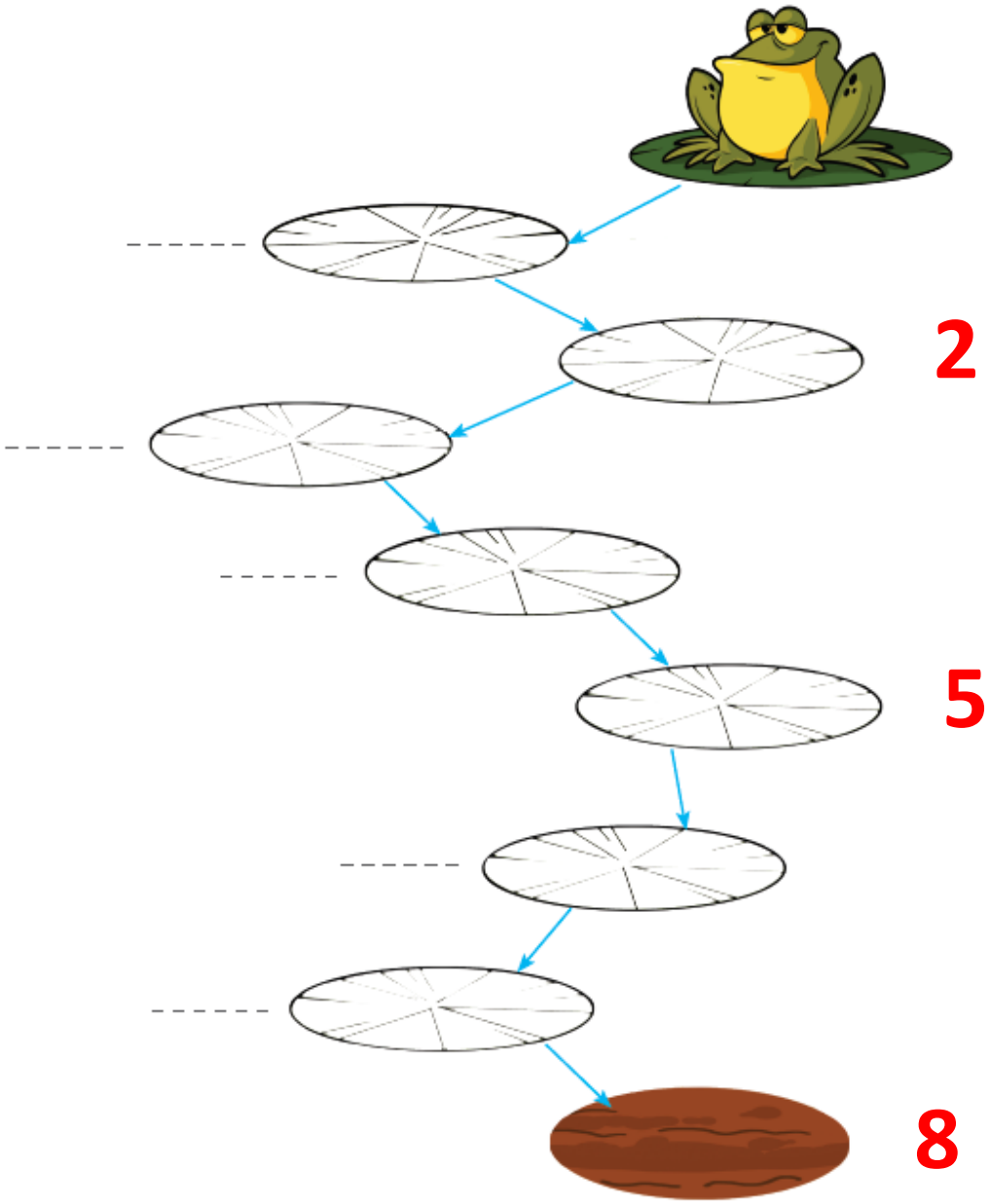
Notice, and then colour the suitable square:

Found	Not found	
☐	☐	
☐	☐	
☐	☐	

ICC: Compare sets containing at least 10 items and arrange them using the suitable mathematical language e.g. (not found, greater than, less than, ..etc).

Date: -------|--------|----------

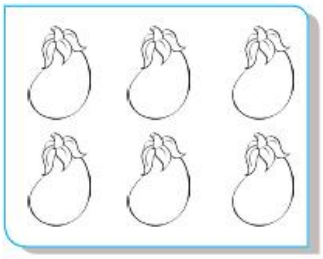
Write the suitable number to help the frog reach the land:

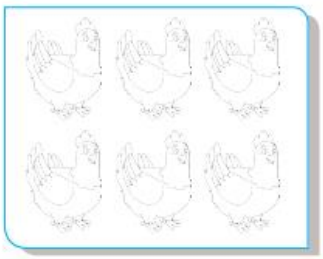


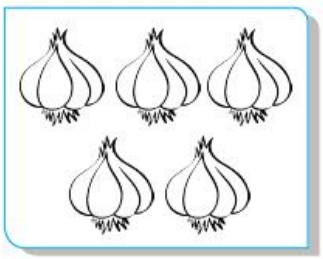
ICC: use numbers to solve simple problems.

Date: -------|--------|----------

Choose the sets with the same numbers of children and then colour them.



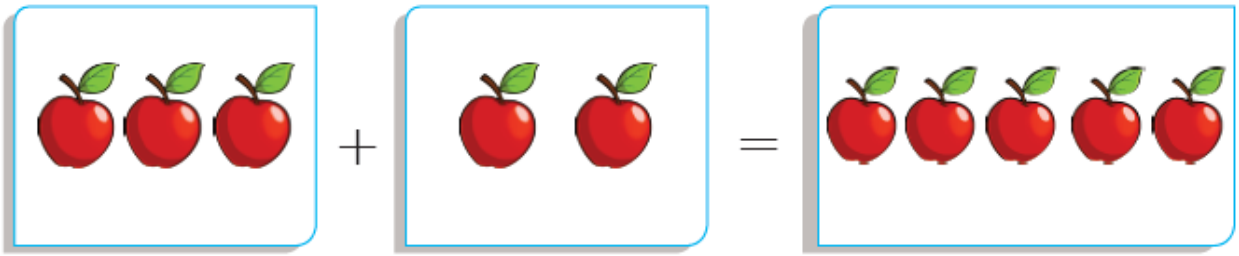




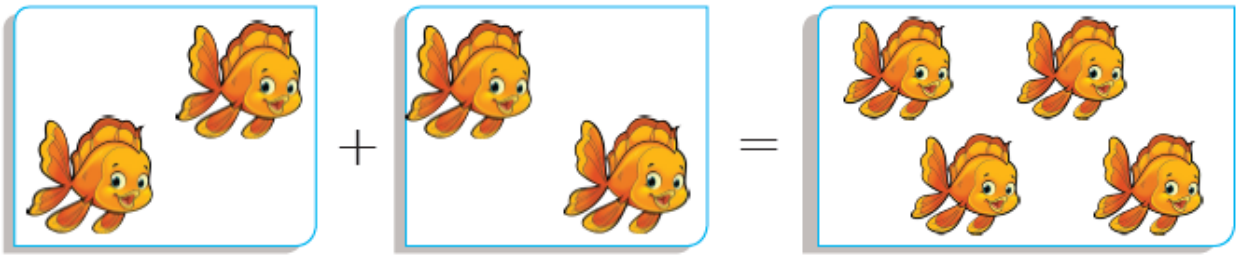
ICC: Compare sets containing at least 10 items and arrange them using the suitable mathematical language e.g. (not found, greater than, less than, ..etc).

Date: -------|--------|----------

Count the units and then write the number:



..... + ... = ...



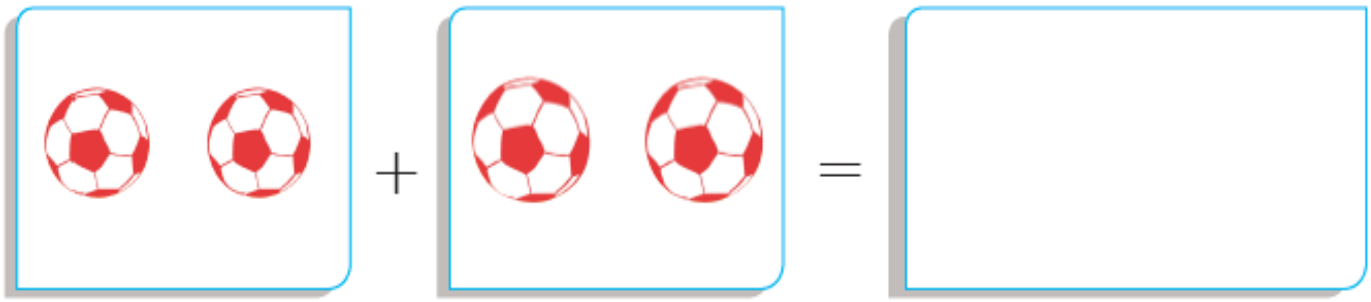
..... + ... = ...

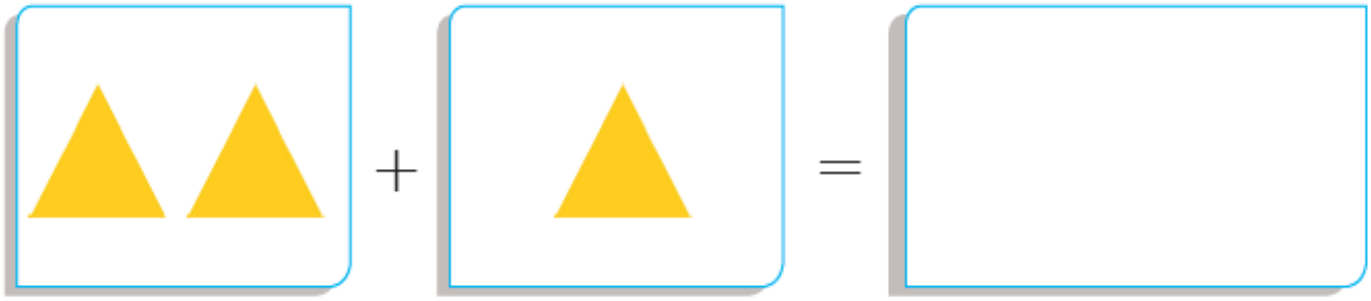
..... + ... = ...

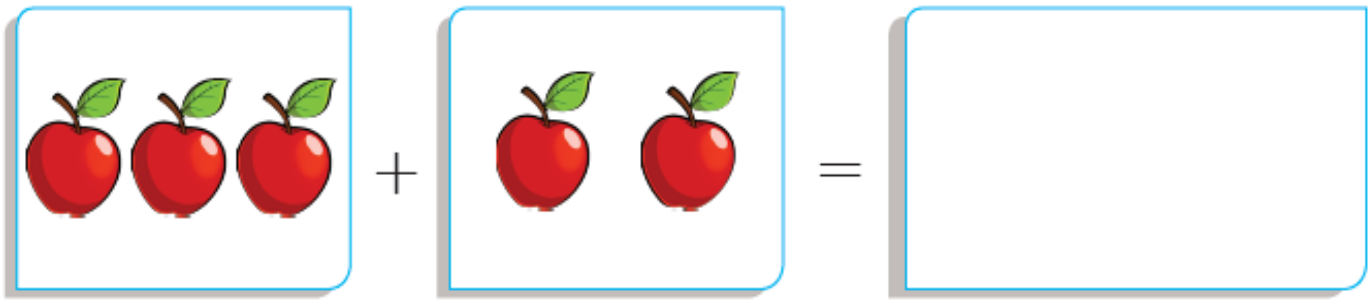
ICC: use the objects and drawings to model addition and subtraction operations.

Date: -------|--------|----------

Add and draw:



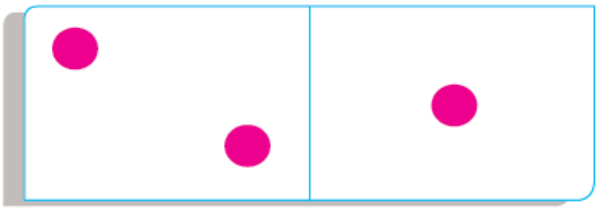




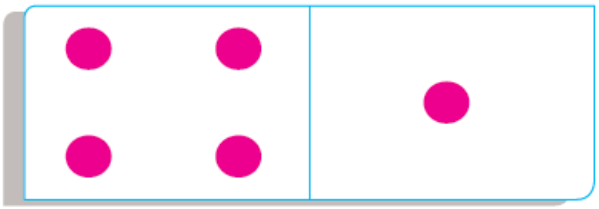
ICC: use the objects and drawings to model addition and subtraction operations.

Date: -------|--------|----------

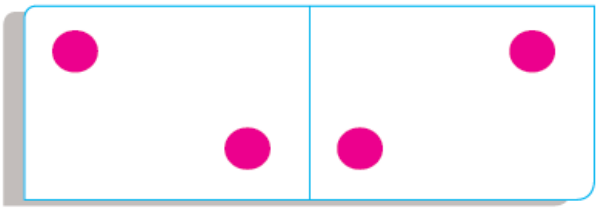
Add:



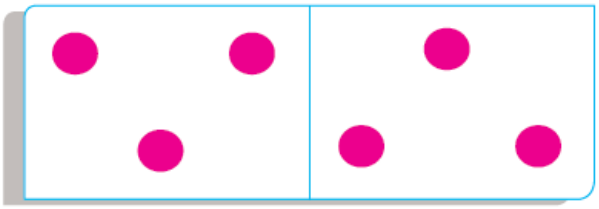
..... + ... = ...



..... + ... = ...



..... + ... = ...

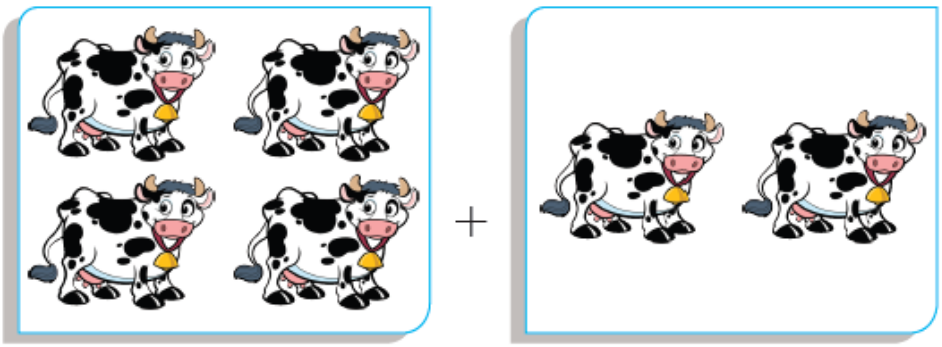


..... + ... = ...

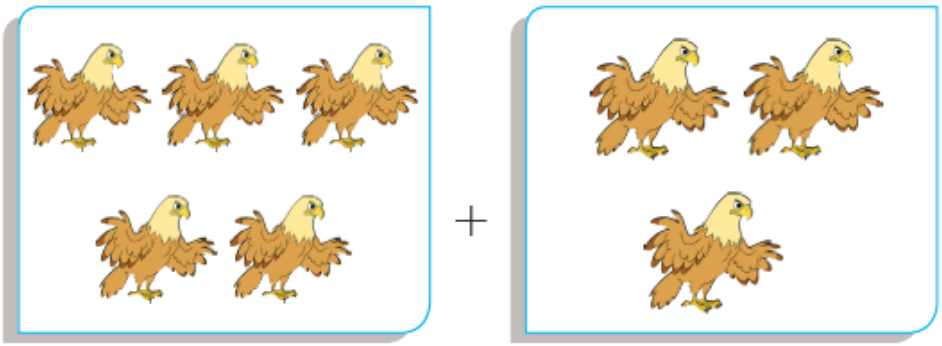
ICC: use the objects and drawings to model addition and subtraction operations.

Date: -------|--------|----------

Add:



..... + ... = ...

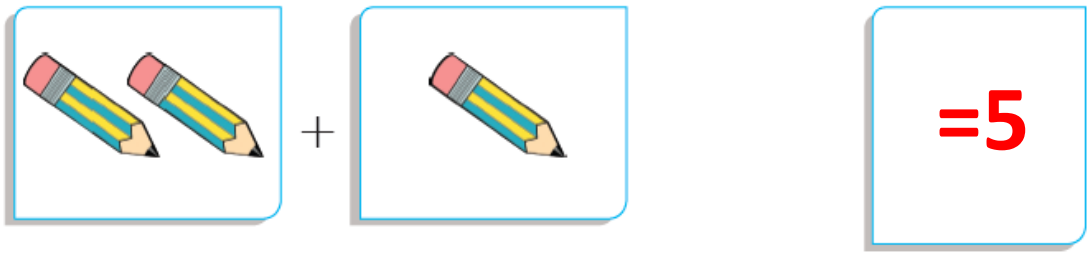


..... + ... = ...

ICC: use the objects and drawings to model addition and subtraction operations.

Date: -------|--------|----------

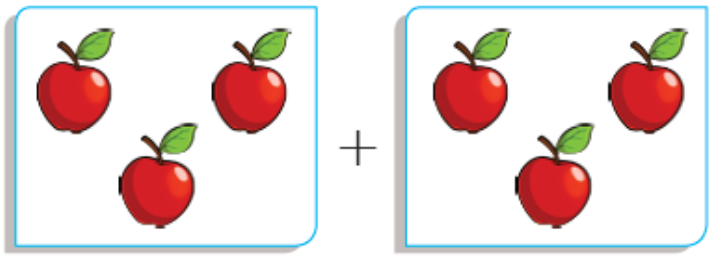
Match:



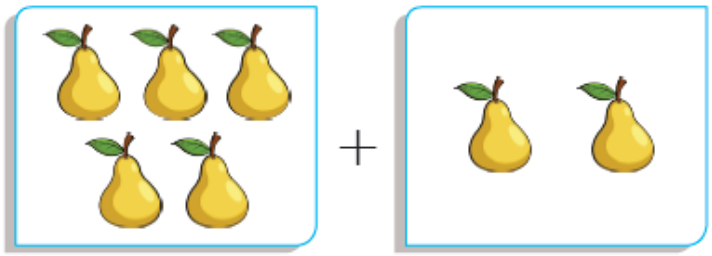
ICC: use the objects and drawings to model addition and subtraction operations.

Date: -------|--------|----------

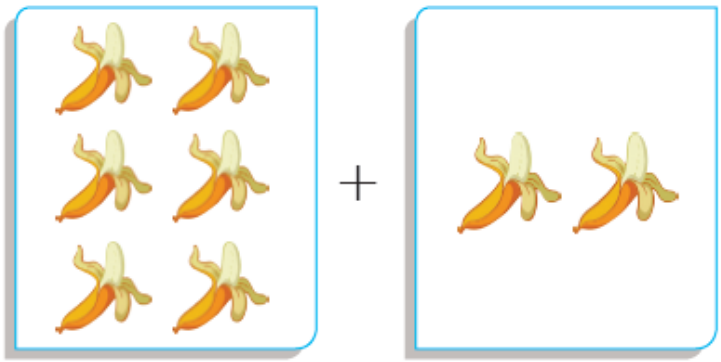
Match :



=8



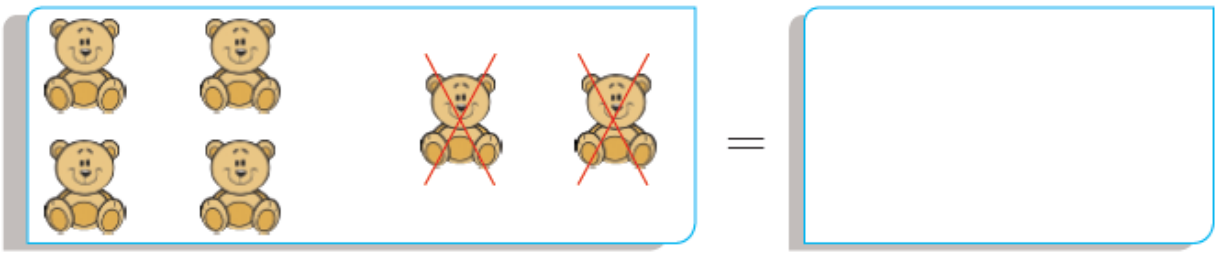
=6



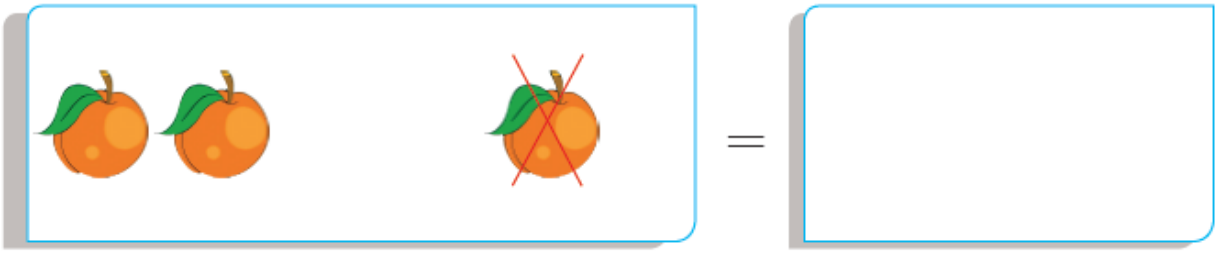
=7

Date: -------|--------|----------

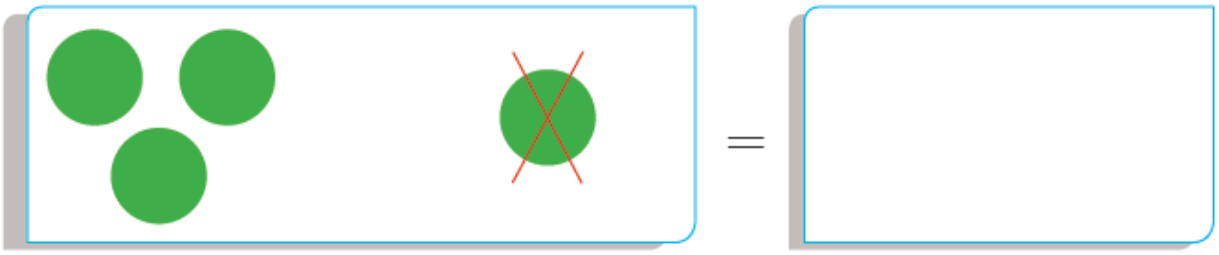
Subtract and draw:



..... - ..... = ...



..... - ..... = ...



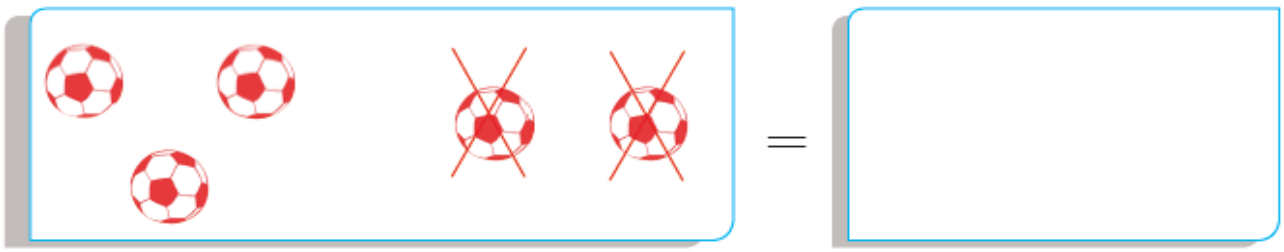
..... - ..... = ...

ICC: use the objects and drawings to model addition and subtraction operations.

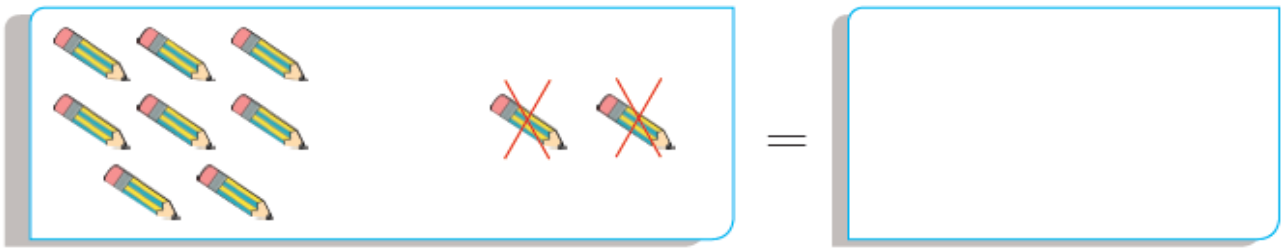
Date: -------|--------|----------

Subtract and draw:

..... - ..... = ...



..... - ..... = ...

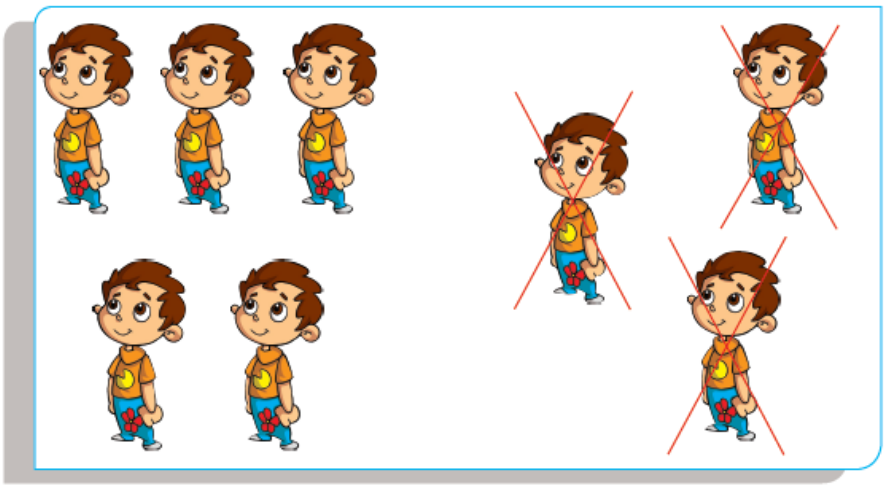


..... - ..... = ...

ICC: use the objects and drawings to model addition and subtraction operations

Date: -------|--------|----------

Subtract :



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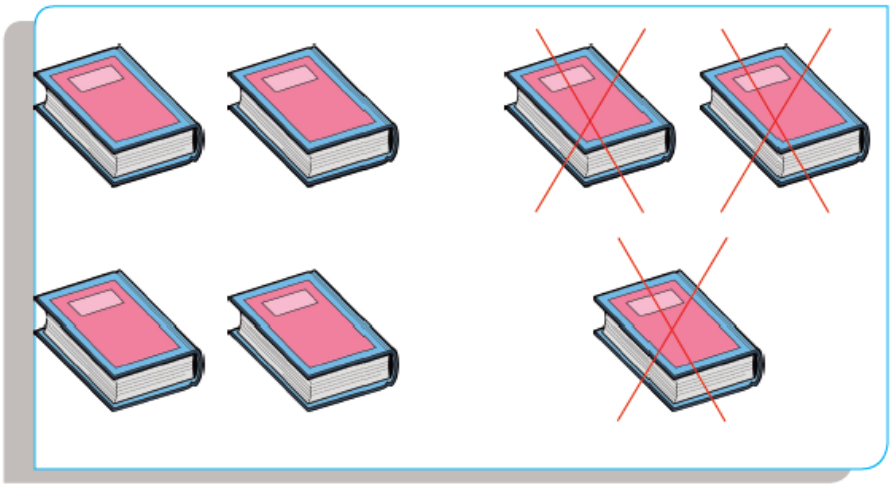


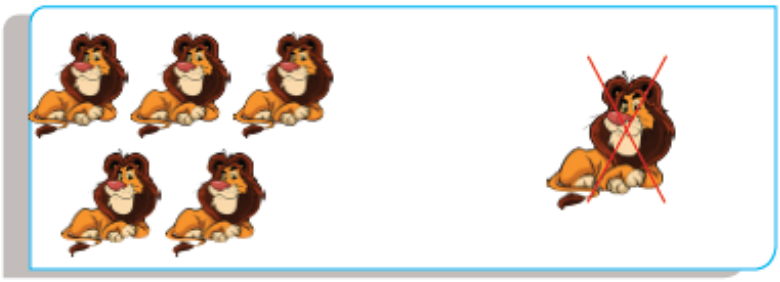
------ - ------ = ------

ICC: use the objects and drawings to model addition and subtraction operations.

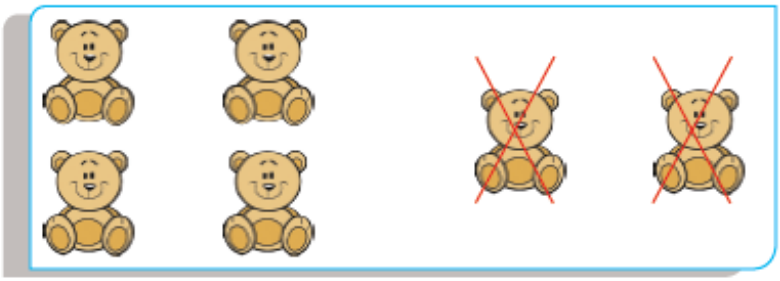
Date: -------|--------|----------

Match :

=4



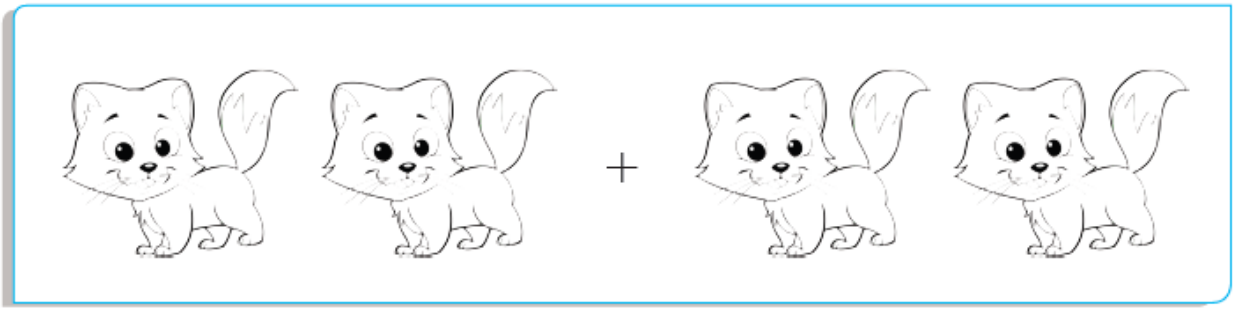
=3

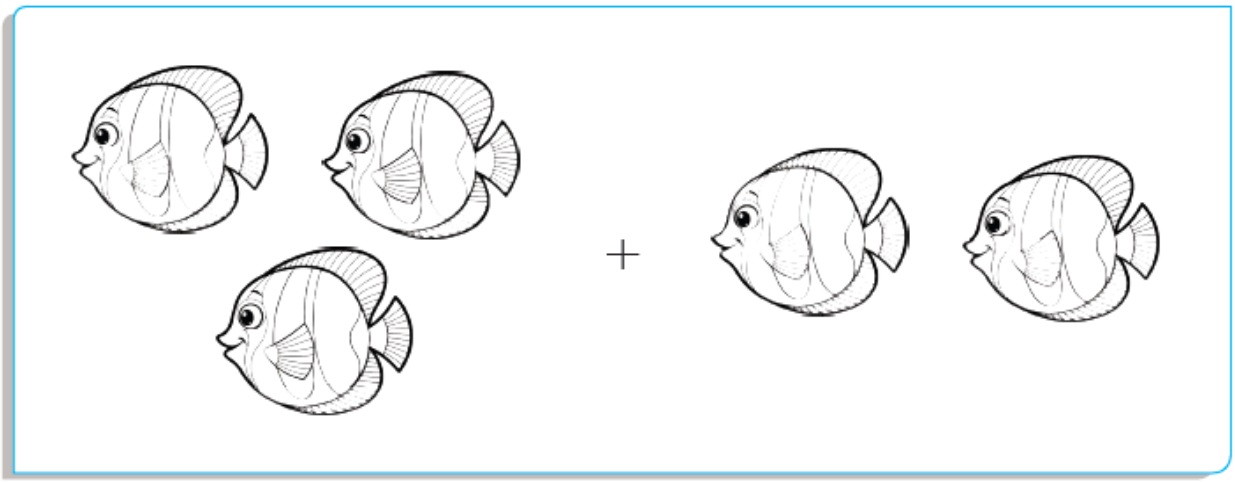


=5

Date: -------|--------|----------

Colour the set with the same number of children:

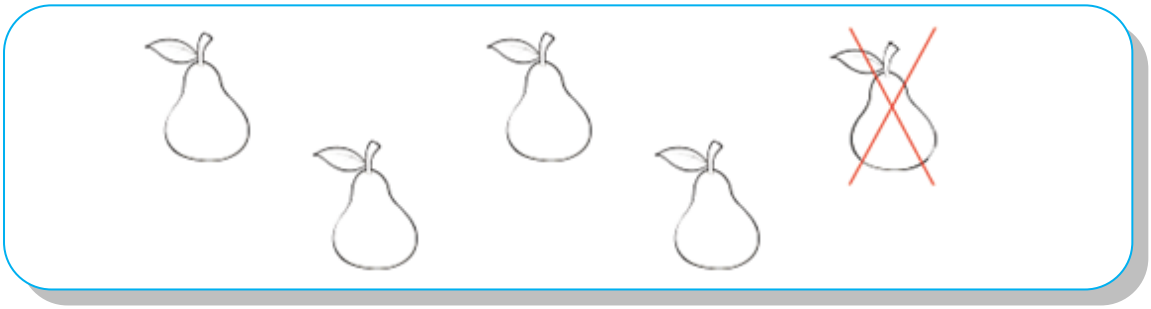




ICC: use thinking skills and problem solving in doing simple mathematical operations

Date: -------|--------|----------

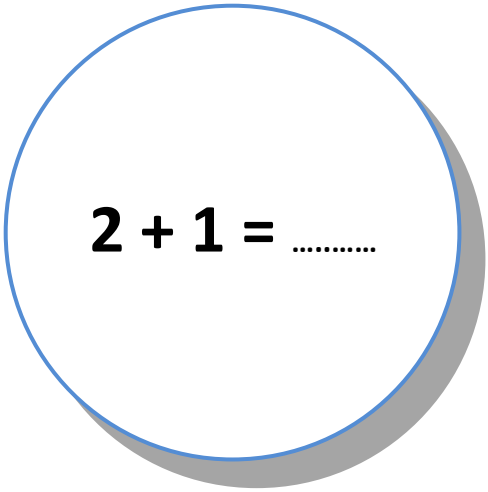
Colour the set with the same number of cows:

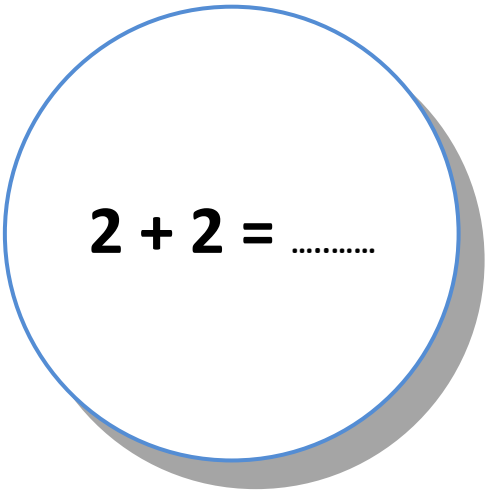


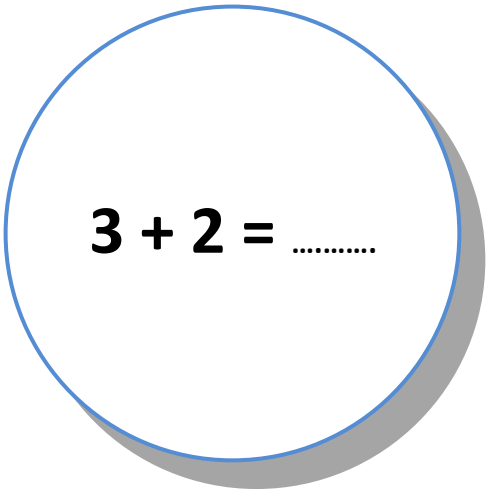
ICC: use thinking skills and problem solving in doing simple mathematical operations

Date: -------|--------|----------

Add :



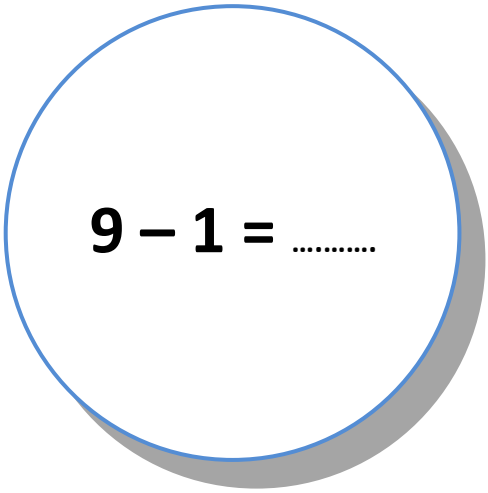


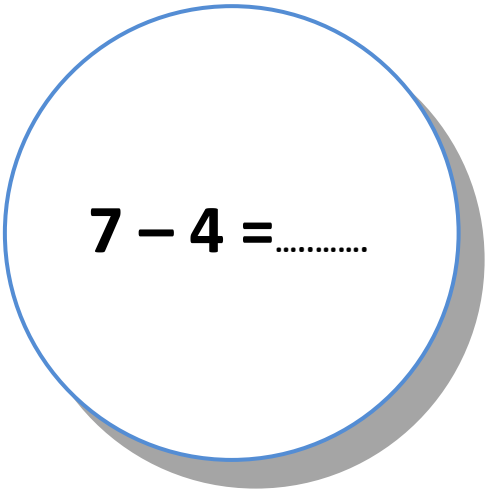


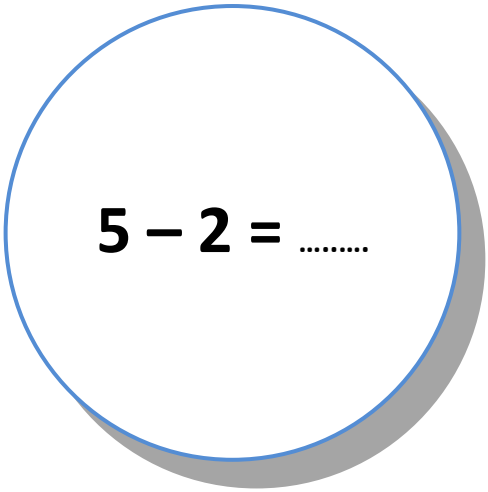
ICC: use thinking skills and problem solving in doing simple mathematical operations

Date: -------|--------|----------

Subtract :







ICC: use thinking skills and problem solving in doing simple mathematical operations

Date: -------|--------|----------

Draw the currencies needed to purchase:

1 pound

2 pounds

Note: the children have the chance to find the solution

ICC: reach alternatives to solve simple problems

Date: -------|--------|----------

Colour the longest:

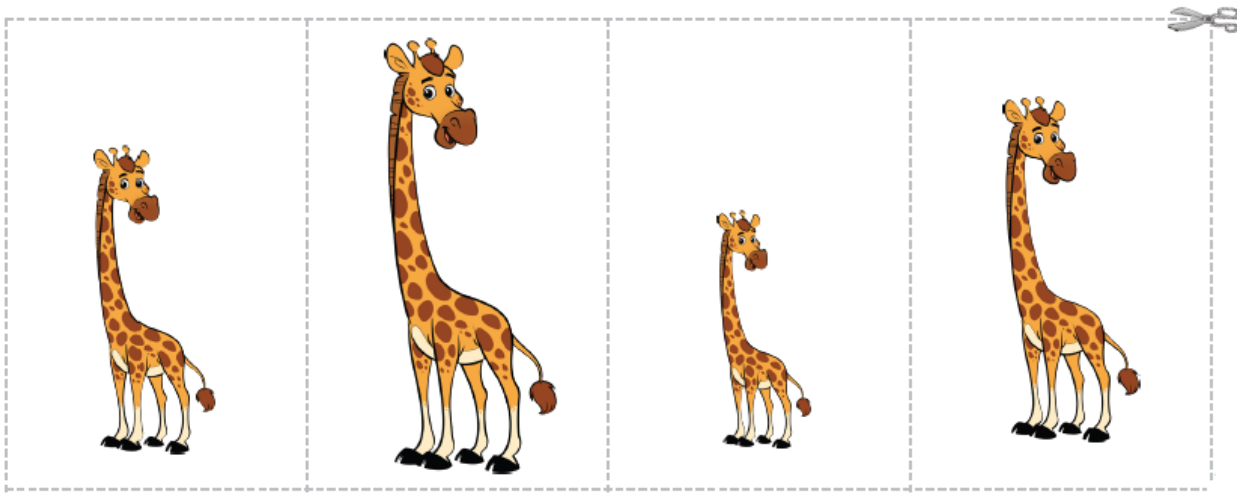
Colour the shortest:

ICC: show understanding of some terms (tall, taller than, ….etc)

Date: -------|--------|----------

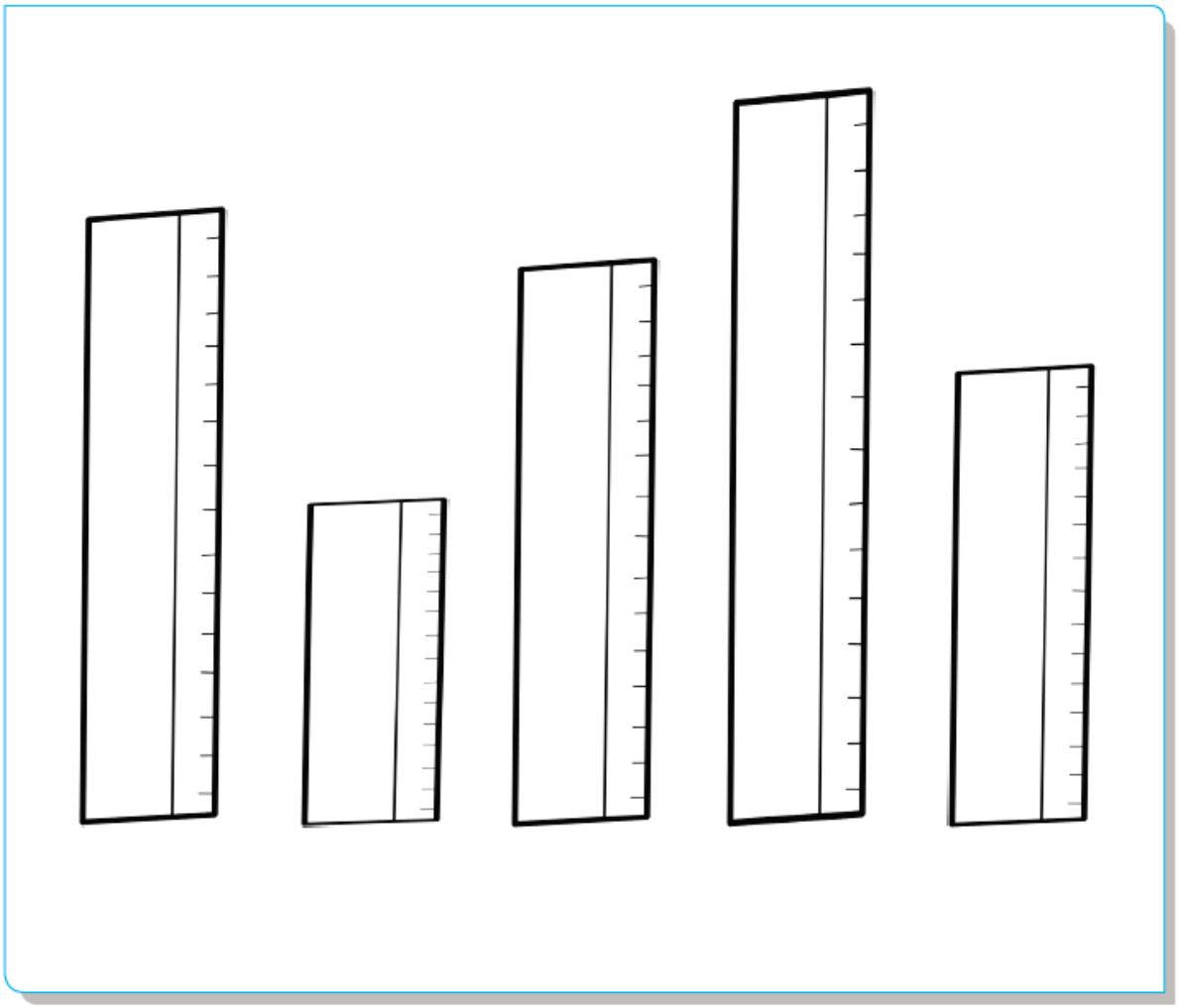
Cut and paste pictures after arranging them from longest to shortest:

ICC: show understanding of some terms (tall, taller than, ….etc)



Date: -------|--------|----------

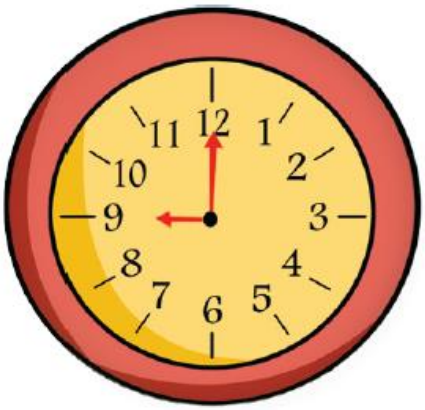
Colour the tallest in red and then shortest in green:



ICC: show understanding of some terms (tall, taller than, ….etc)

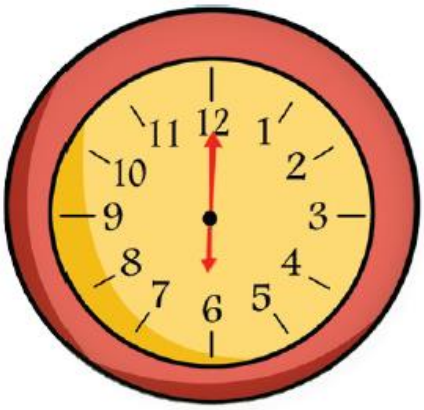
Date: -------|--------|----------

Choose the correct reading for each o'clock:

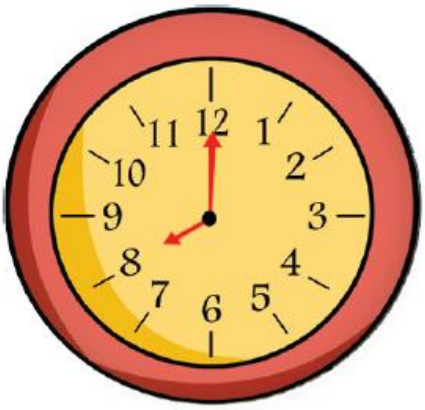


6 | 12 | 9

6 | 4 | 2



9 | 6 | 12

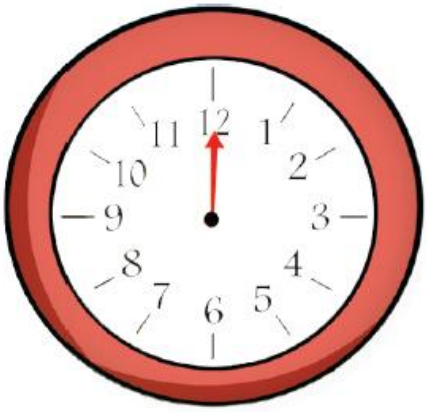


8 | 9 | 7

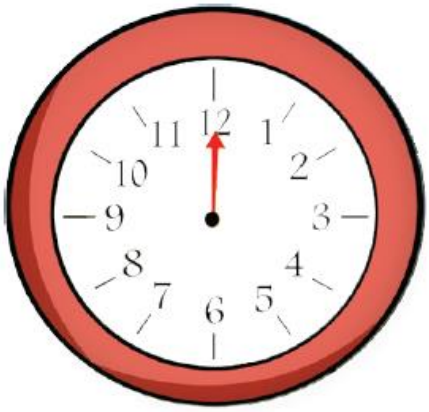
ICC: determine the time by hours, and then arrange timetable (now , yesterday , tomorrow , …)

Date: -------|--------|----------

Draw the missing short handle of the hour to suit the reading time:

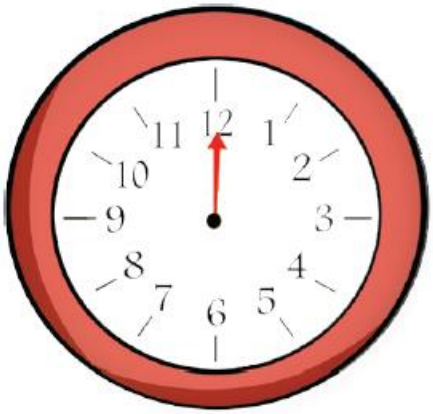


5:00



2:00

9:00



7:00

ICC: determine the time by hours, and then arrange timetable (now , yesterday , tomorrow , …)

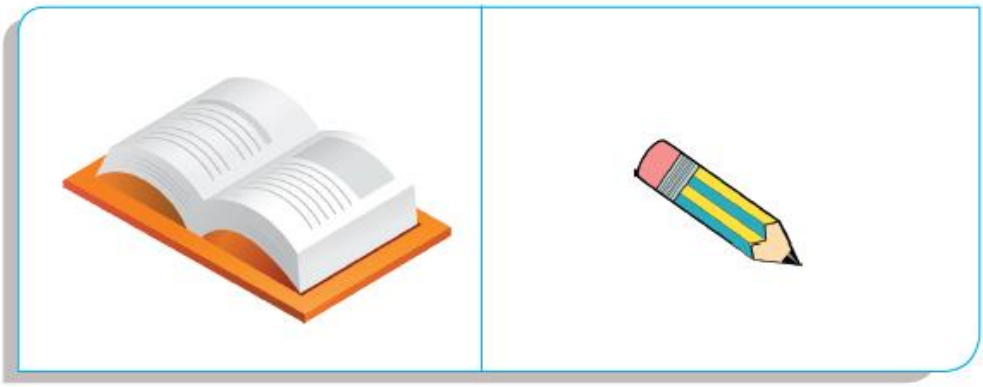
Date: -------|--------|----------

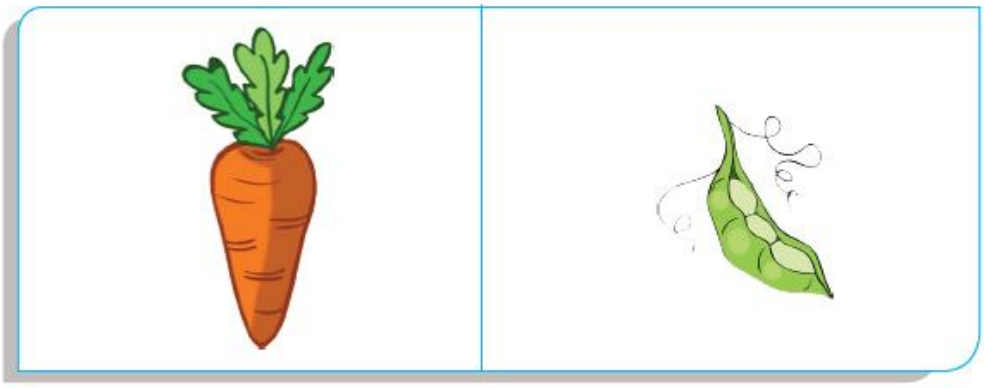
Arrange events according to the time:

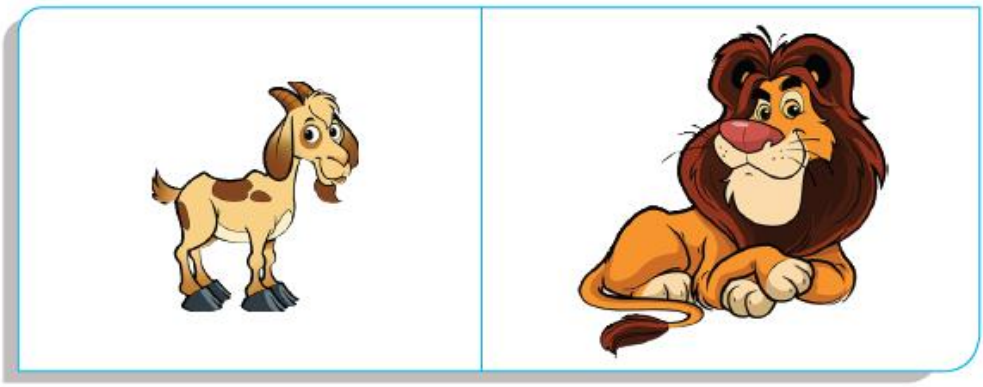
ICC: determine the time by hours, and then arrange timetable (now , yesterday , tomorrow , …)

Date: -------|--------|----------

Circle the heaviest one:



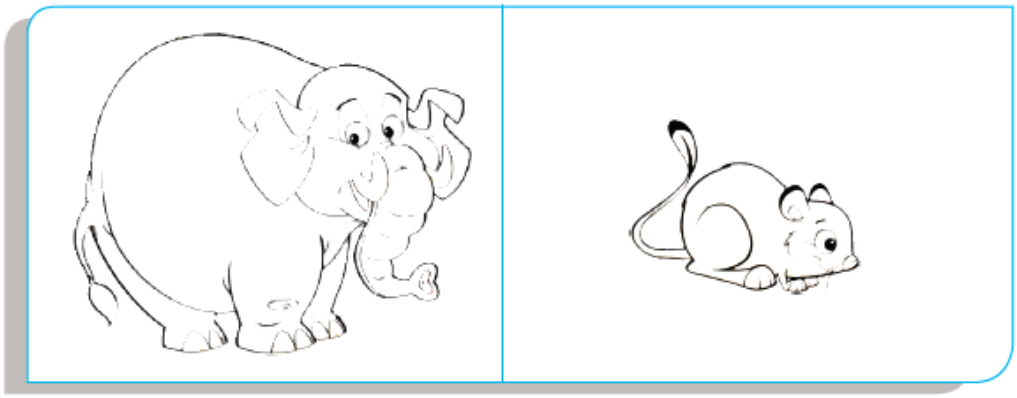


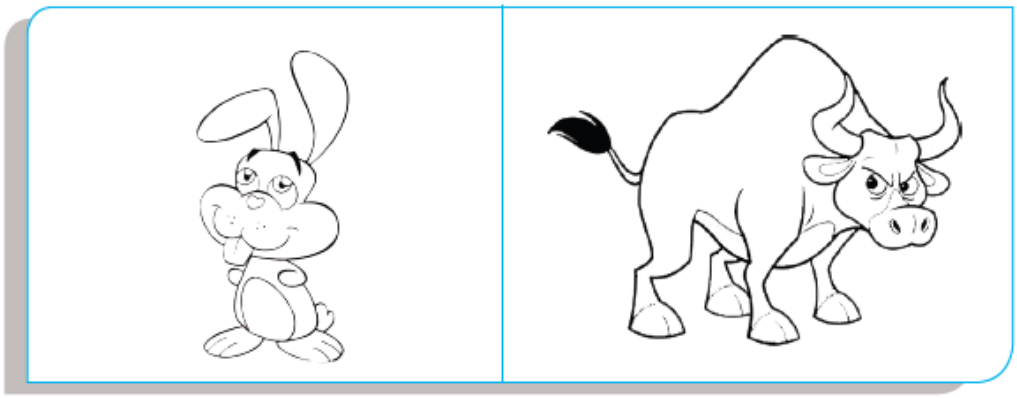


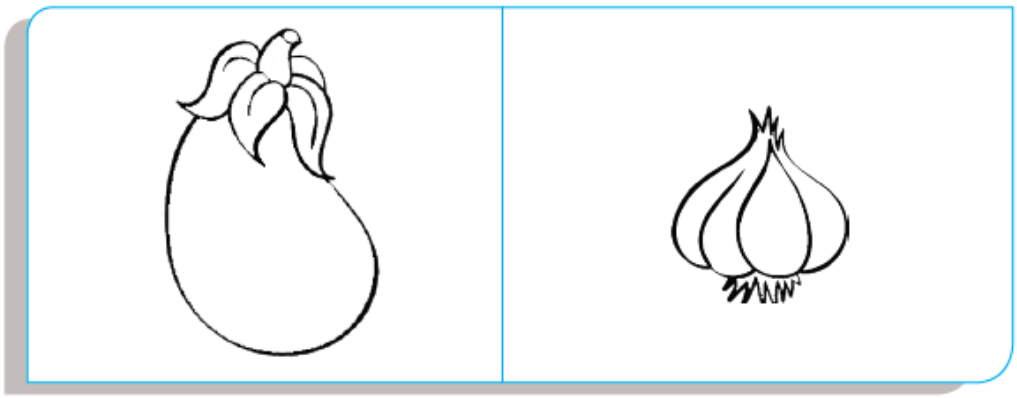
ICC: compare objects properties using mathematical language e.g. (tall , volume , …)

Date: -------|--------|----------

Colour the lightest one:



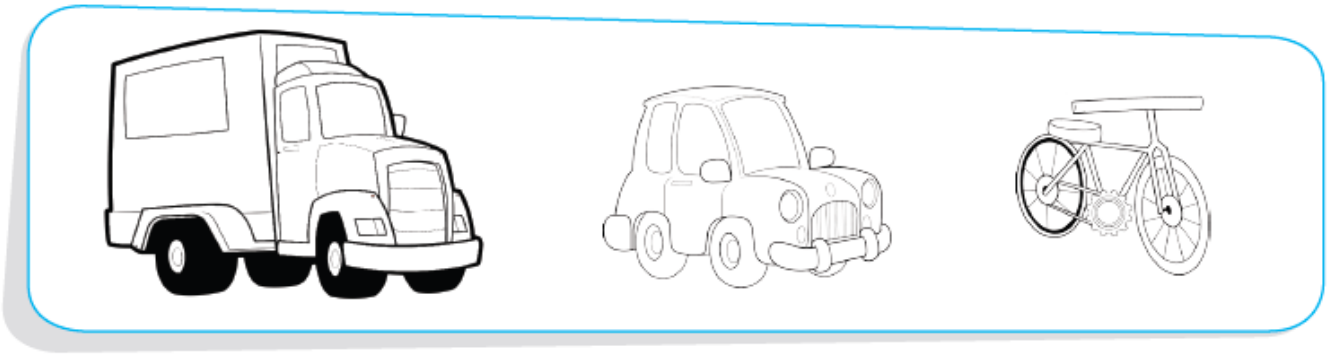


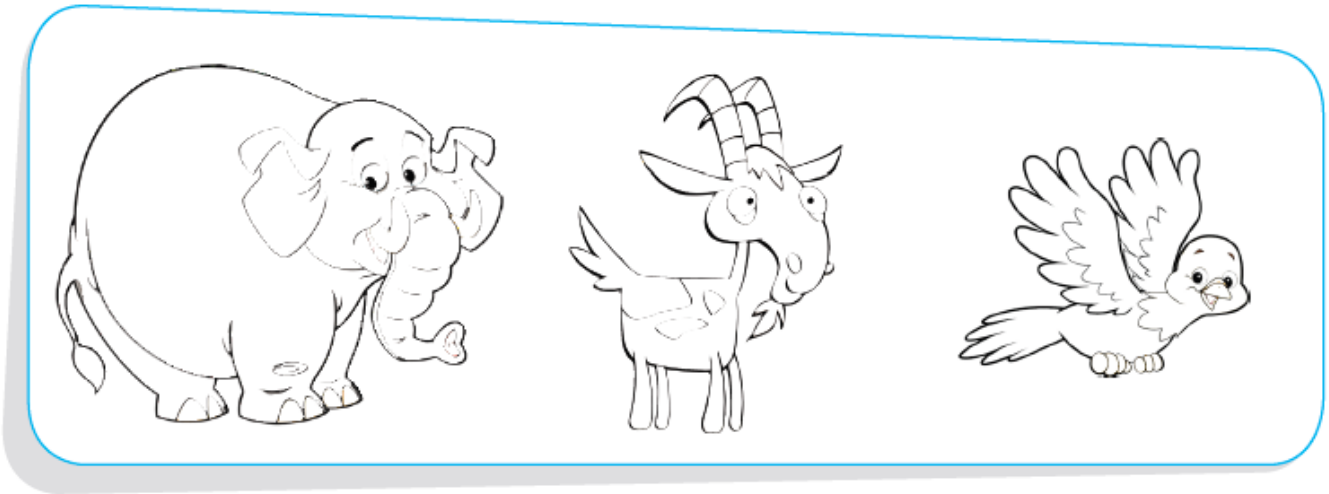


ICC: compare objects properties using mathematical language e.g. (tall , volume , …)

Date: -------|--------|----------

Colour the biggest volume with a colour, and the smallest one by another colour:

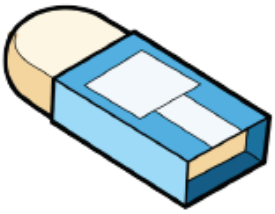


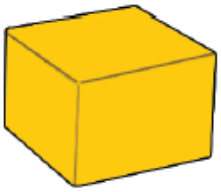


ICC: compare objects properties using mathematical language e.g. (tall , volume , …)

Date: -------|--------|----------

Find the length of rope using your eraser, use the cube one more time, and then write the number of measuring units:





ICC: Find the lengths using unregulated tools e.g. (Foot, Al shaber, …)

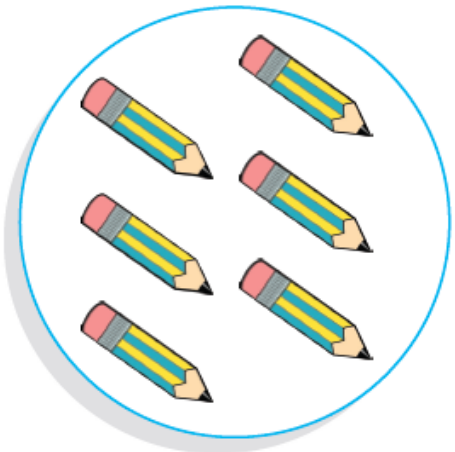
Date: -------|--------|----------

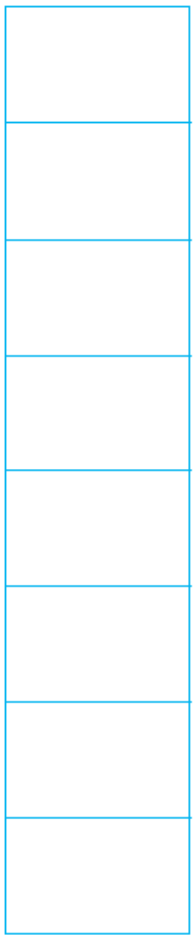
Circle the Differences between the two pictures:

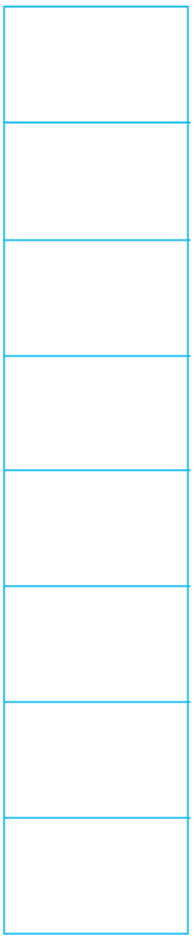
ICC: Distinguish different and similar objects.

Date: -------|--------|----------

Count the pencils and balls, write the number under each set, and then shade squares according to the number of units for each set:

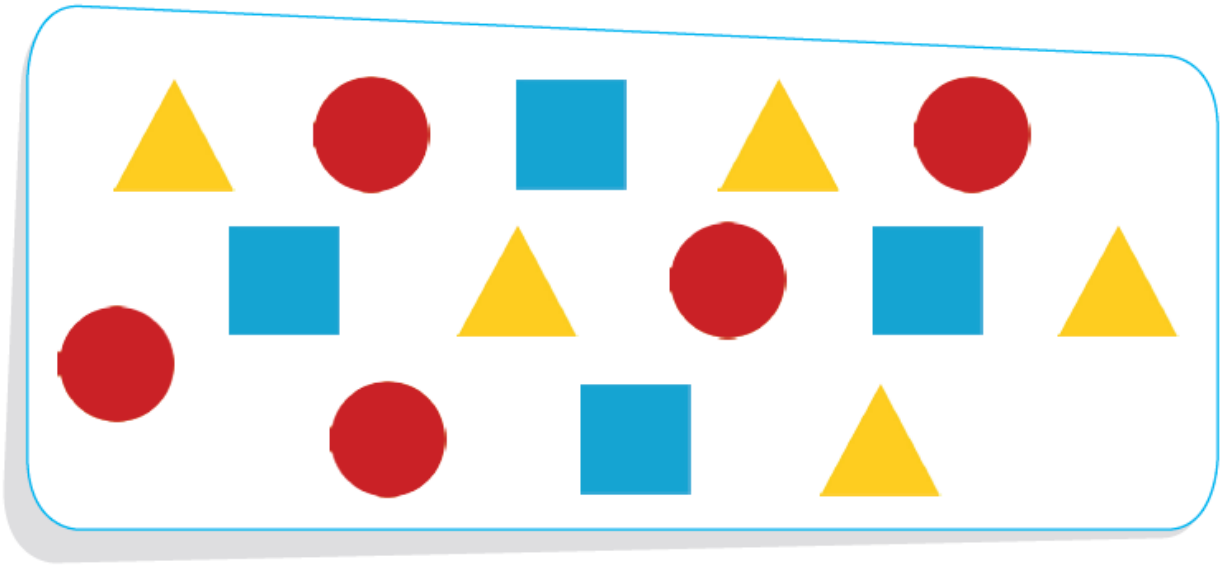






Date: -------|--------|----------

Colour squares in the graph according to every shape:

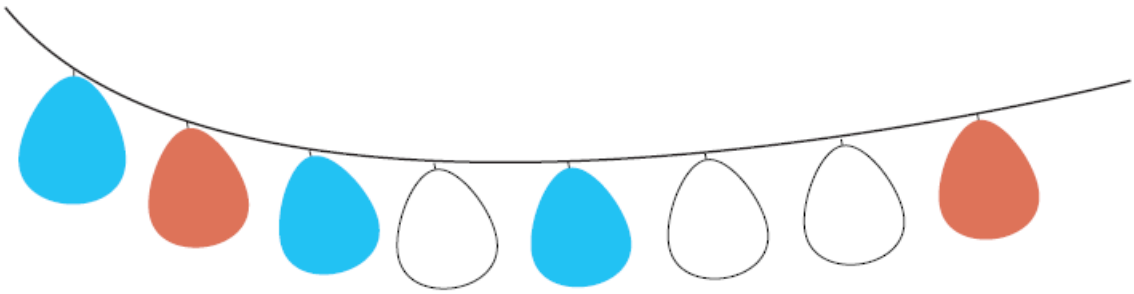


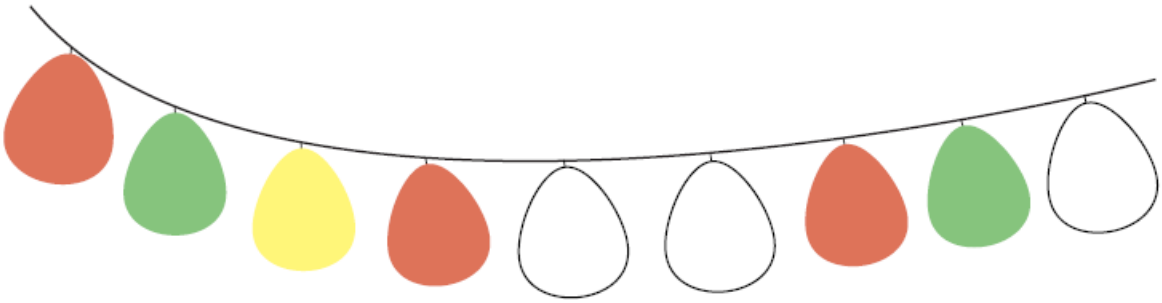
5			
4			
3			
2			
1			

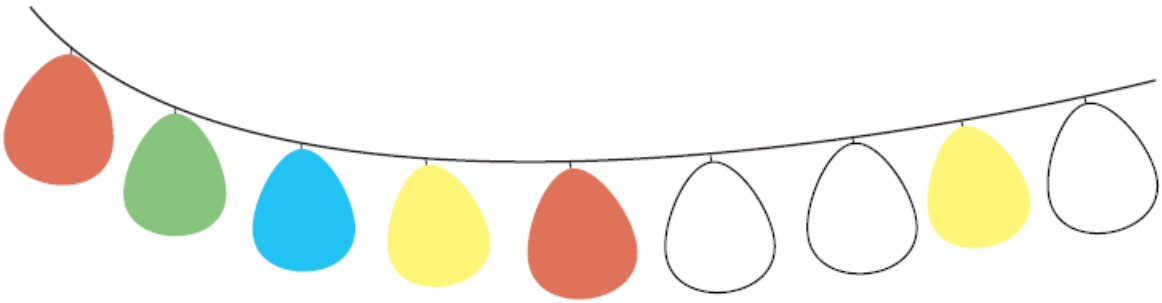
ICC: draw data using pictures, numbers and shapes.

Date: -------|--------|----------

Colour according to the pattern:



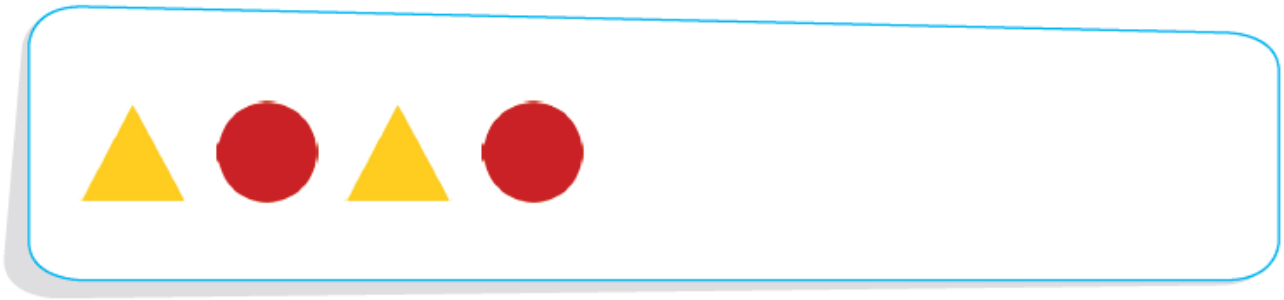


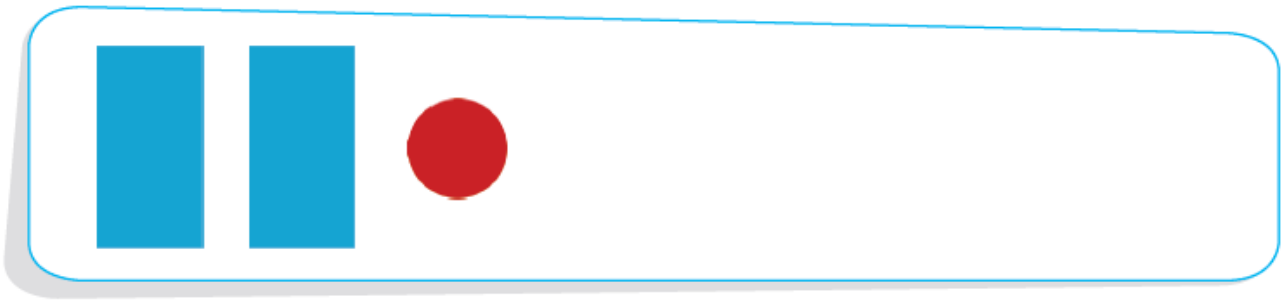


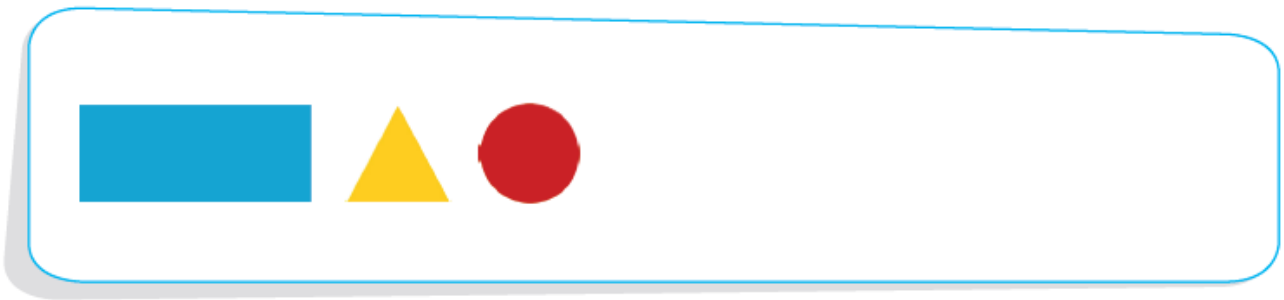
ICC: Repeat a pattern with simple property e.g. (1 – 2 , 1 -2 , …)

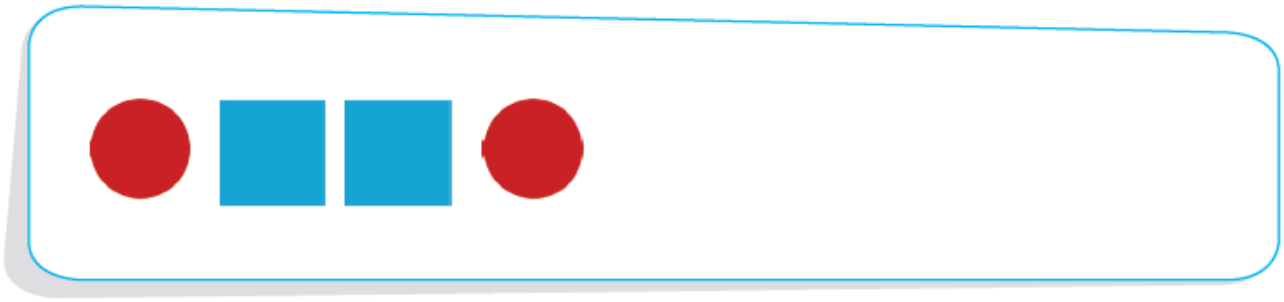
Date: -------|--------|----------

Complete according to the pattern:





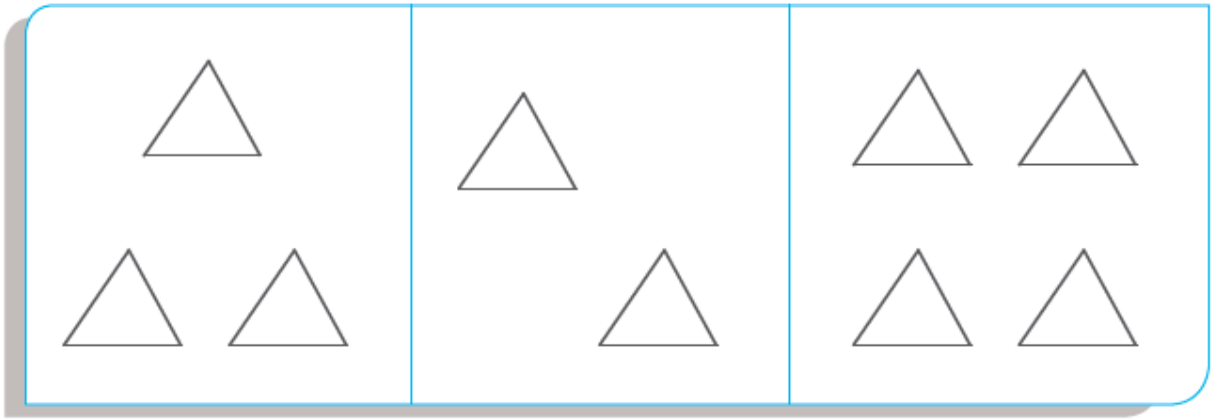


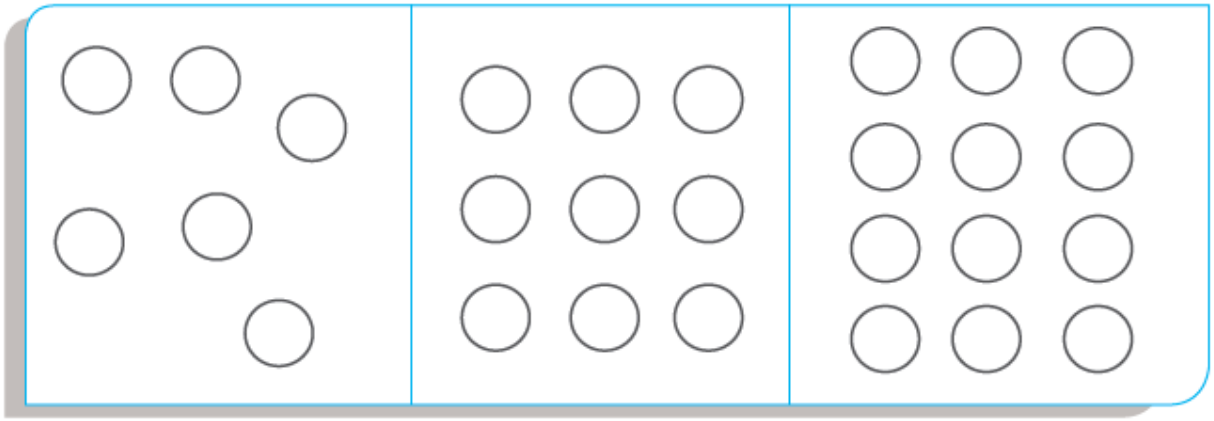


ICC: Repeat a pattern with simple property e.g. (1 – 2 , 1 -2 , …)

Date: -------|--------|----------

Colour the set with the least number:

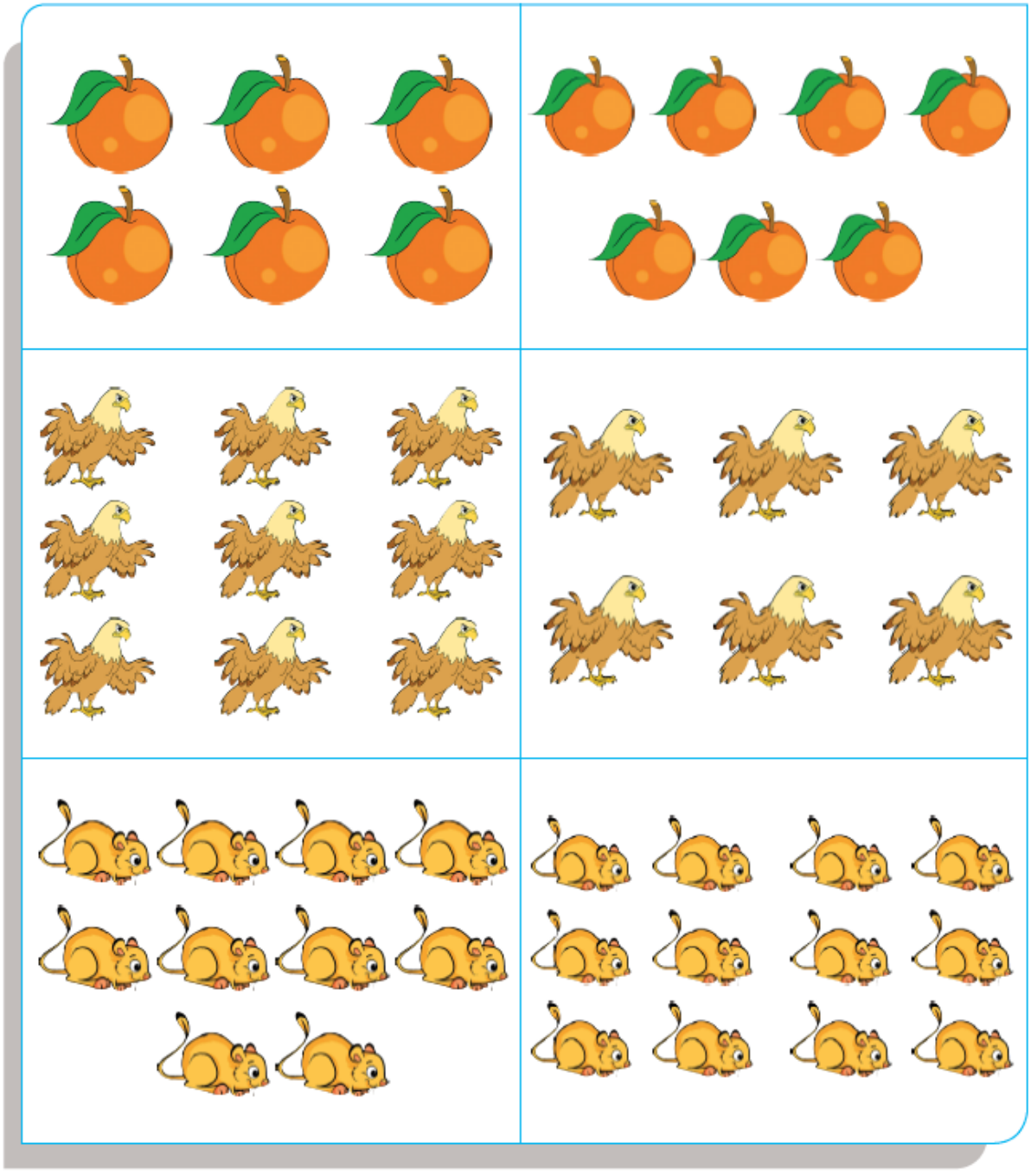




ICC: show understanding of some terms (More, Less, equal).

Date: -------|--------|----------

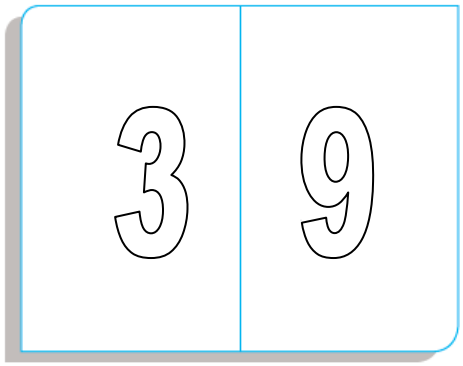
Circle the set with the greatest number:

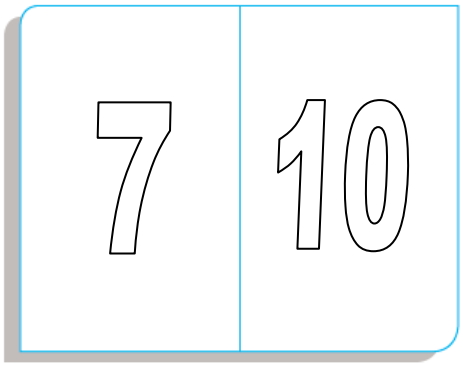


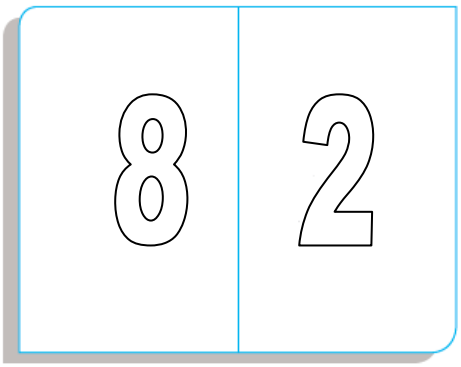
ICC: show understanding of some terms (More, Less, equal).

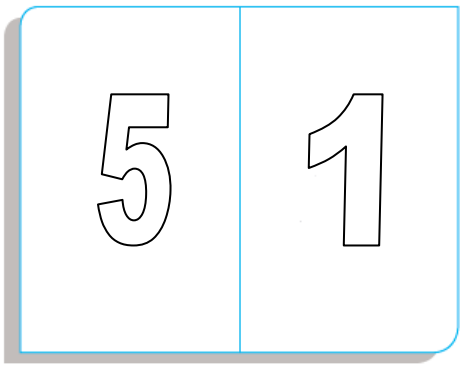
Date: -------|--------|----------

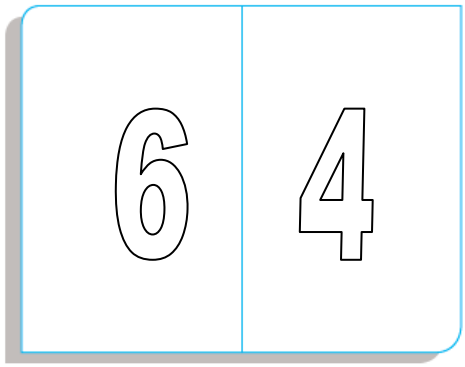
Colour the greatest number:

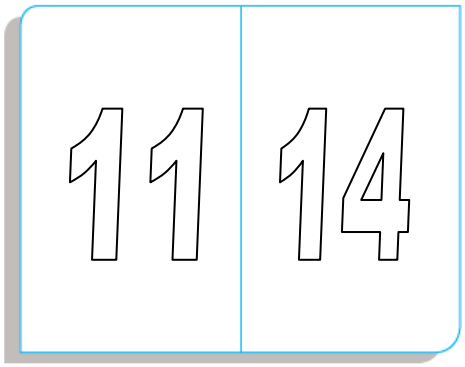








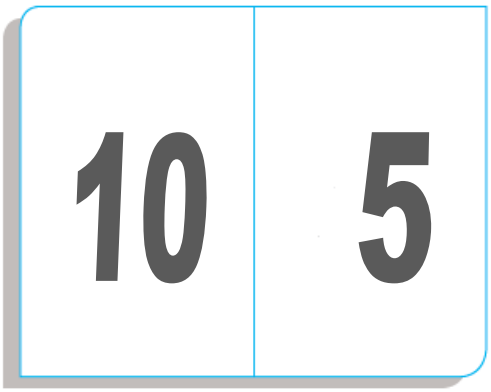




ICC: show understanding of some terms (More, Less, equal).

Date: -------|--------|----------

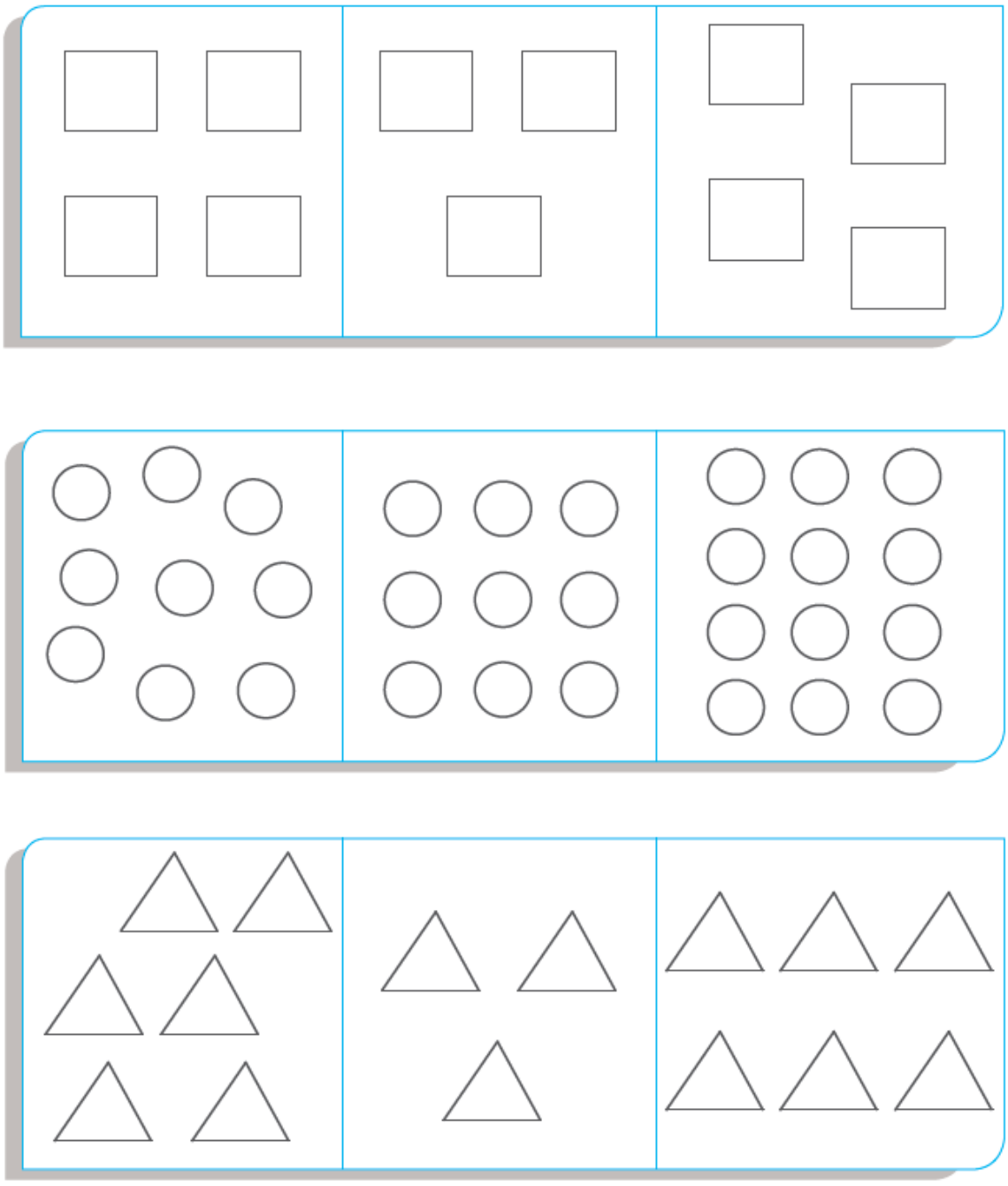
Write the smallest number in the circle:



ICC: show understanding of some terms (More, Less, equal).

Date: -------|--------|----------

Colour the sets with the same number



ICC: show understanding of some terms (More, Less, equal)