

مشروع بناء برامج تعويضية

لصعوبات تعلم المواد الدراسية للاجئين السوريين

لبنان - الأردن - تركيا (الداخل السوري)

الدليل المرجعي

لصعوبات تعلم العلوم

للحد من الفاقد التعليمي لدى
اللاجئين السوريين

1

الدليل المرجعي
لصعوبات تعلم العلوم

الصف الأول الابتدائي

الصف الأول الابتدائي



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منسقة مادة العلوم في مدارس الكويت الخيرية

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المراجعة العلمية

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فريق الترجمة

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معلمة العلوم في مدارس الكويت الخيرية

أ/ صابرين قاسم

معلمة العلوم في مدارس الكويت الخيرية

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معلمة العلوم في مدارس الكويت الخيرية

أ/ سماح ملص

معلمة العلوم في مدارس الكويت الخيرية

أ/ مروان زريقة

معلم العلوم في مدارس الكويت الخيرية

تدقيق ومراجعة

أ/ نسرين قاسم

منسقة العلوم في مدارس الكويت الخيرية



Learning Table

Subject: human body parts and senses

What did you learn?	What do you want to learn?	What do you know about?



Slide 2

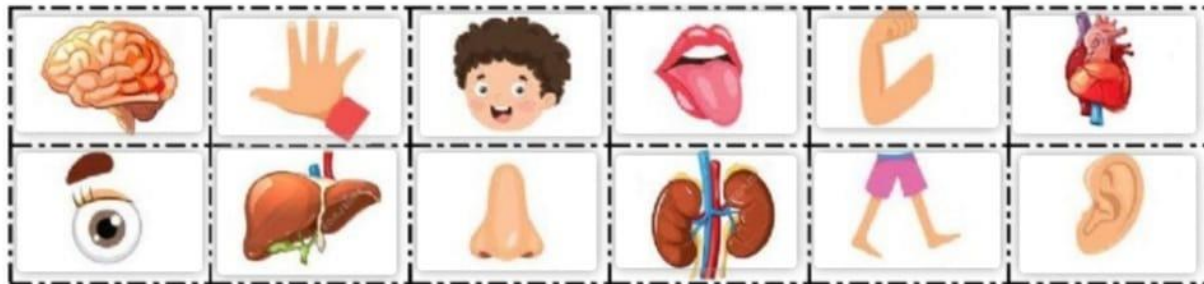
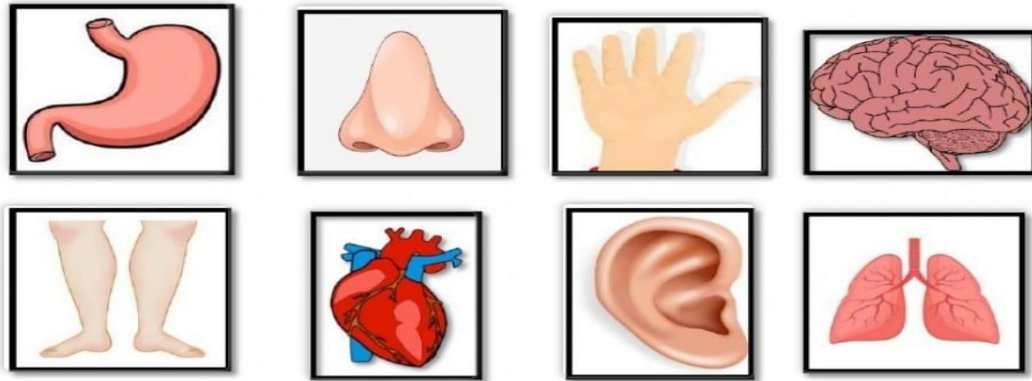
The following is a group of statements about the parts of the human body and his senses. Determine which statements are true and which are false:

No	Phrase	True	False
1	The human body consists of systems and organs only.		
2	The organs of the human body work separately from each other.		
3	The mouth consists of only teeth and a tongue.		
4	Each taste zone of the tongue is special from the other.		
5	All parts of the human body are covered with skin of the same thickness.		
6	Skin color tends to darkness when the body is exposed to the sun for a long time.		
7	Very hot foods can be eaten.		
8	The eyes can be scratch when feeling pain in them.		
9	The sense of smelling can be developed by using a lot of perfume.		
10	More sugar and salt should be added to fruit and food.		
11	The part of the tongue responsible for tasting sweets is the sides of the tongue.		
12	Ears can be cleaned with matches.		

Worksheet 1

Human organs

Dear student, use the pictures in front of you, then cut and paste them in the appropriate place in the table:



Internal organs	External organs

Worksheet 2

The Importance of Sense Organs

Connect each sensory organ in column (A) to the picture that represents the task it can perform in column (B).

(A)



(B)







Worksheet 3

Recognizing the Role of the Senses in our Lives

Draw the things you hear, the things you taste, the things you touch, and the things you smell in your life.



 <p>Things can you hear.</p>	 <p>Things can you taste.</p>
 <p>Thing can you smell</p>	 <p>Things can you touch.</p>

Worksheet 4



Recognizing the Role of the Senses in our Lives

Circle the things you can see with your eyes.



Worksheet 5

Human Body systems

Dear student, write the names of the systems in the boxes under the correct picture

Respiratory system

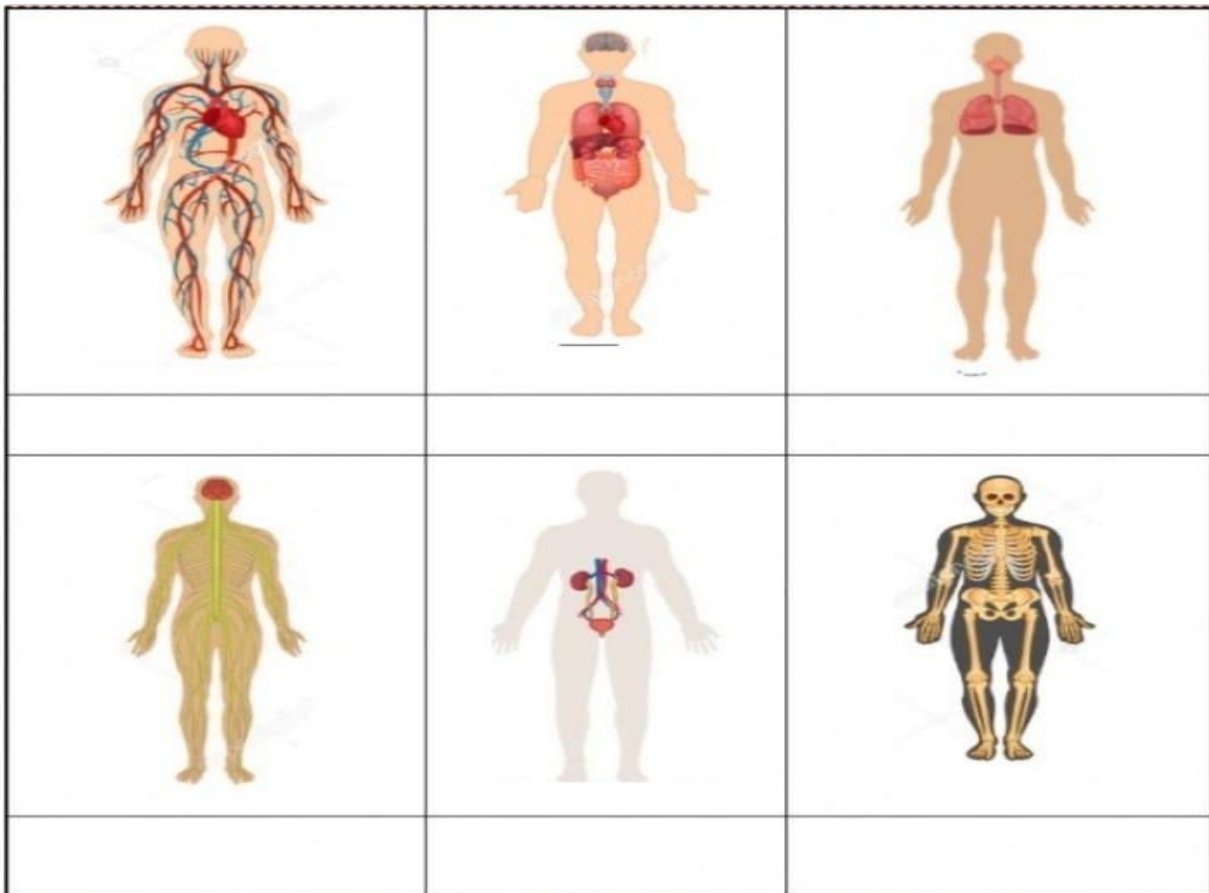
Circulatory system

Digestive system

Skeletal system

Urinary system

Nervous system



Worksheet 6



Components of the Human Body

Dear student, arrange the following components in the human body from largest to smallest

Cells

Organs

Systems

Tissues

Dear student, match the components of the human body with similar building components for a house

Cells

Closets

Systems

Walls

Organs

Roles

Tissues

Bricks

Mouth Components

dear teacher. Hand out role cards to your students and start reading the dialogue to them, helping them during the role play.



I am the oral cavity

I am the space between the lips and the cheek on one side, and the teeth and gums on the other, and I am always wet because of the salivary glands that are under the tongue, and the teeth are inside me.



I am the lips

The lips are in the mouth, forming the front border of the mouth opening, and I am a soft, smooth, flexible structure, and the outer part of me consists of a thin layer.



I am the tongue

It consists of muscle fibers and is divided into two parts: the oral part and the pharyngeal part. I help you with swallowing, tasting, and speaking. Below, there are salivary glands that secrete saliva that keeps the mouth moist, and these glands secrete enzymes that help digest food.



I am the teeth

I will be in your mouth and my number is 32 and I divide as follows:

- Incisors: 4 front teeth in the upper jaw and 4 in the lower jaw.
- Canines: 4 pointed teeth located on either side of the incisors, two of them in each jaw.
- Anterior molars: These are 8 teeth between canines and back molars:
- Back molars : 8 flat teeth located in the back of the mouth, and their function is to grind food.
- Wisdom molars: 4 teeth that erupt late at the age of about 18.



Worksheet 7

Mouth Components

Dear student, through the role your classmates played, identify:

The mouth consists of:



Match column (A) with the corresponding column (B):

(A)

(B)

It consists of incisors, canines, front and rear molars

Mouth cavity

It contains salivary glands, and is divided into an oral cavity part and a pharyngeal part

Lips

The space between the lips and cheek on one side, and the teeth and gums on the other

Tongue

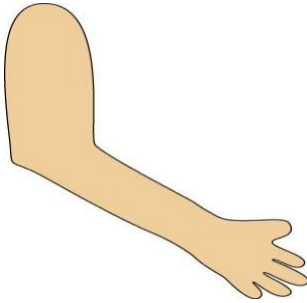
Being in the mouth, I am soft, flexible and smooth structure

Teeth

Worksheet 8

Skin

Dear student, predict the nature of the skin covering each of the following areas of your body



Thin

Thick



Thin

Thick



Thin

Thick



Thin

Thick



Thin

Thick



Thin

Thick

Worksheet 9

Determining the Function of Each of the Body Senses

Connect each picture in column (a) to one of the body parts shown in column (b) with your teacher discussing each of your body senses.

(a)



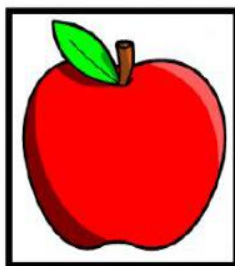
(b)



Worksheet 10

Taste Sense

Circle the pictures of things to taste.

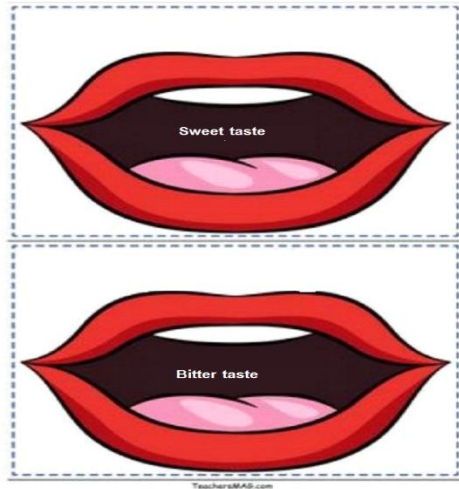
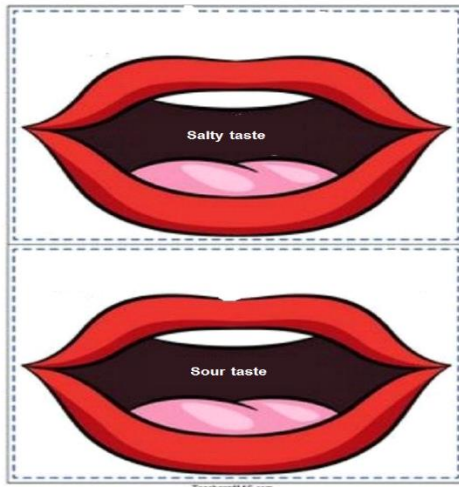




Worksheet 11

Taste Sense

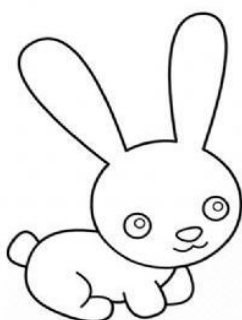
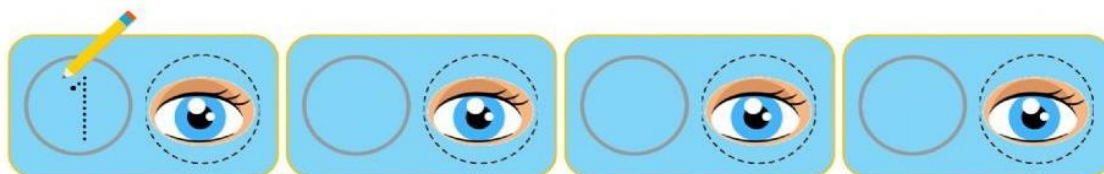
Design a poster by cutting each picture and placing it according to the taste that it represents, whether it is salty, sweet, sour or bitter.



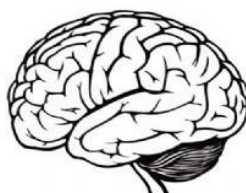
Worksheet 12

Sight Sense

Write the number of things you can see and color it.



6



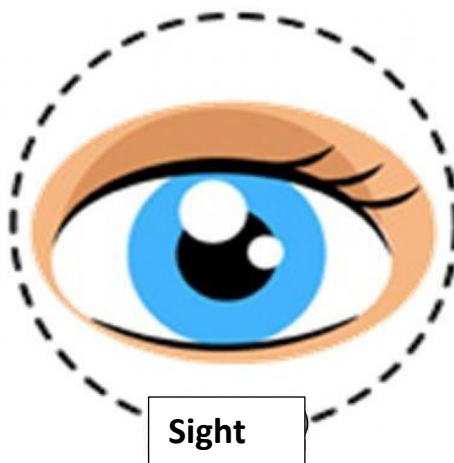
7



1



5



2



4



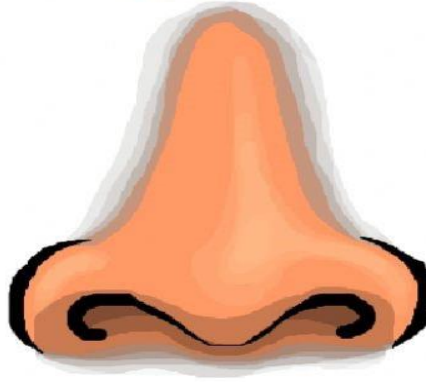
3



Worksheet 13

Smell Sense




Circle the pictures of things that can be smelled.



Worksheet 14

Smell Sense

Classify the following things according to their smell into things that have pleasant odors, things that have unpleasant odors and things that do not smell, by cutting the pictures that represent each of them and placing them in the table under their correct classification.

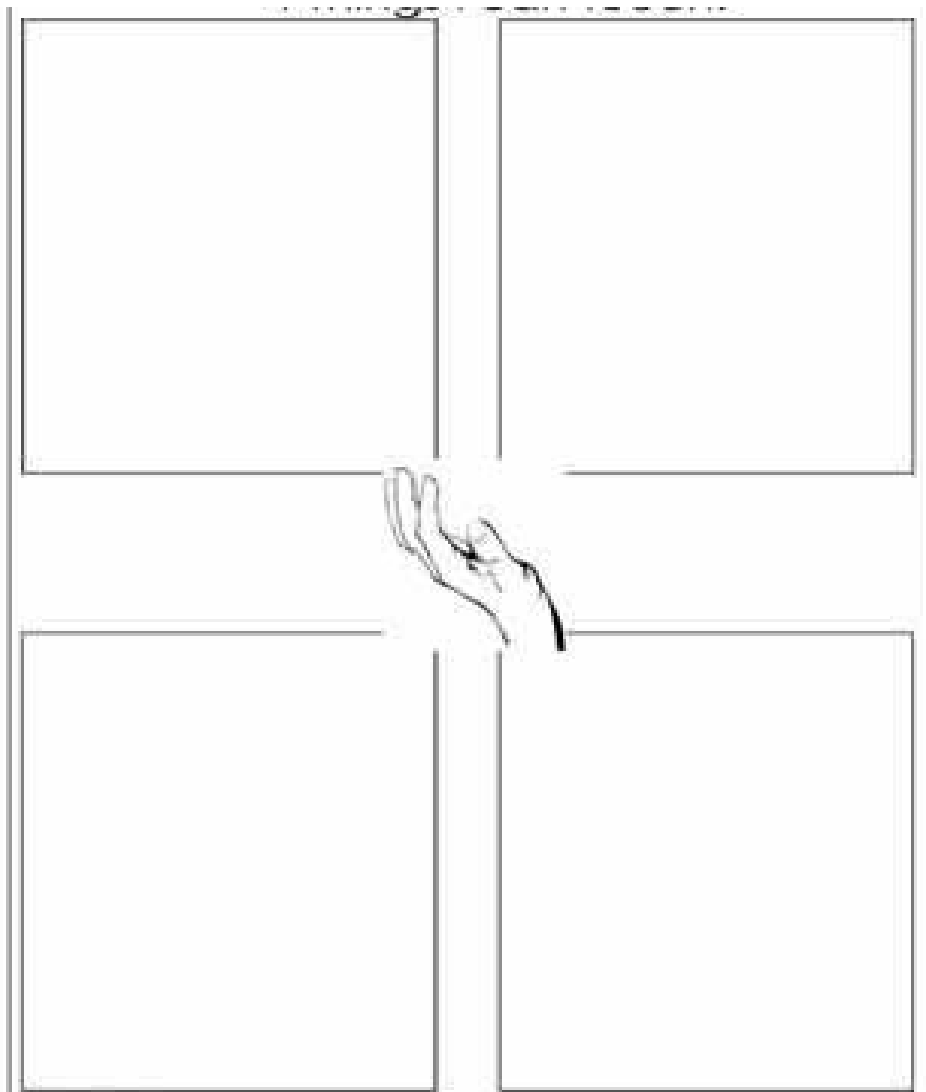
Pleasant odor 		Unpleasant odor 		No odor 	



Worksheet 15

Touch Sense

Draw different texture of objects in your life



Worksheet 16

Touch Sense

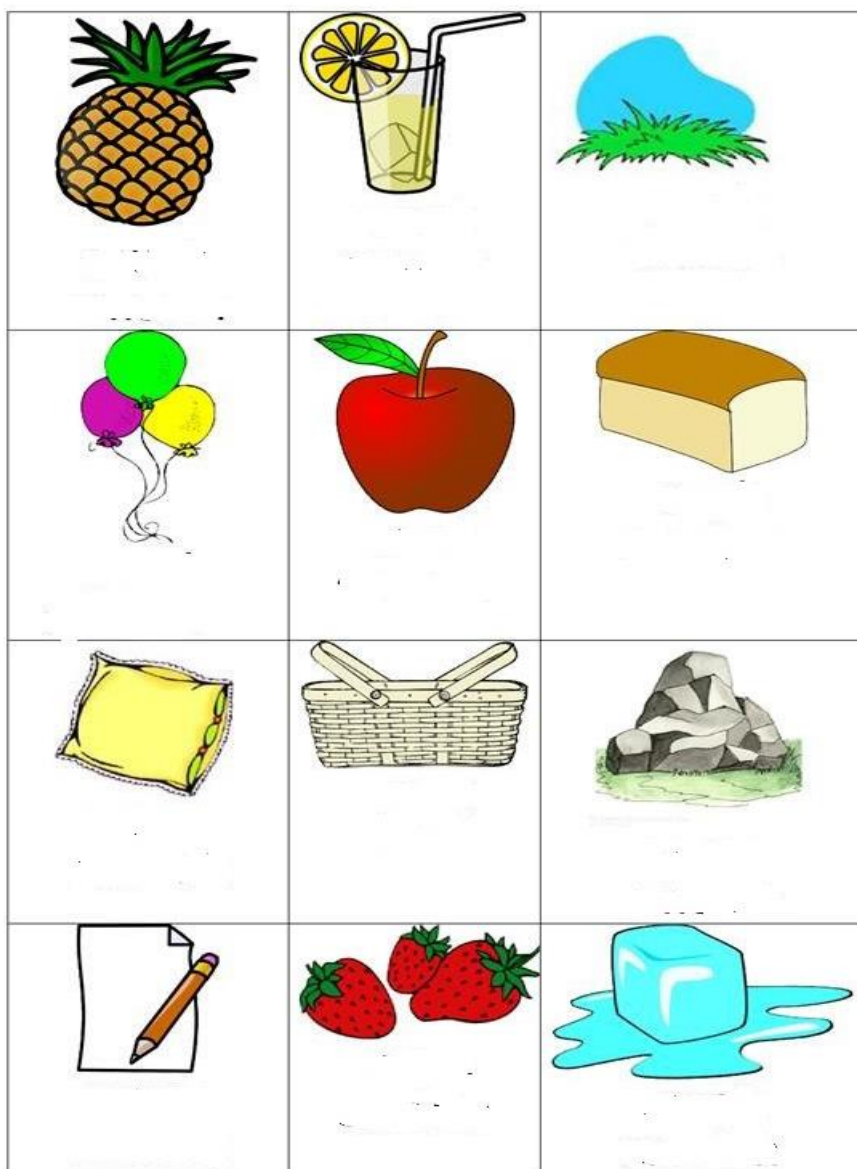
Color the things that can be touched and draw a square around the things that can't be touched.



Worksheet 17

Touch Sense

Classify objects according to their texture into smooth and rough by placing an S symbol below the smooth one and rough by placing an R symbol below them.








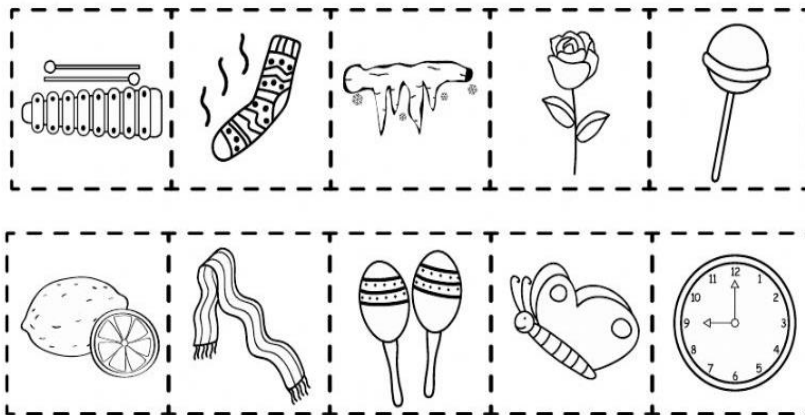


Worksheet 18

The Five Senses

Classify the following pictures according to the sense that enables you to identify them by cutting the picture that represents each sense and pasting it below in the table shown.





Worksheet 19



How to Protect the Senses

Determine which senses will be affected by these actions:



1



2



3






4

Slide (1)

KWL Learning Table

Topic:
Animals



K	W	L
<p>What do you know about animals and social insects?</p>	<p>What do you want to learn about animals and social insects?</p>	<p>What did you learn about animals and social insects?</p>
		

Worksheet (1)

The Insects

- a. Enter the link and match each insect with its name



- b. Do

these insects live alone or together?

c. What do we call these insects?

d. How many parts does the body of an insect consist of?

Worksheet (2)

Diagnosis of Difficulties

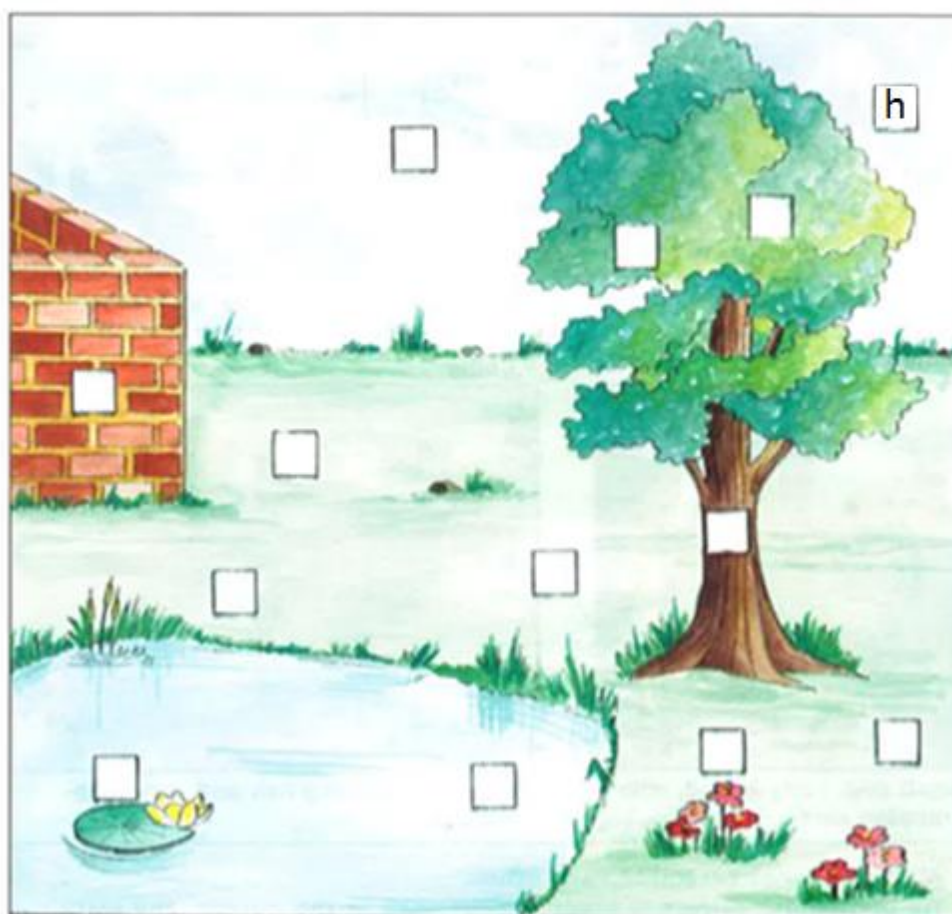
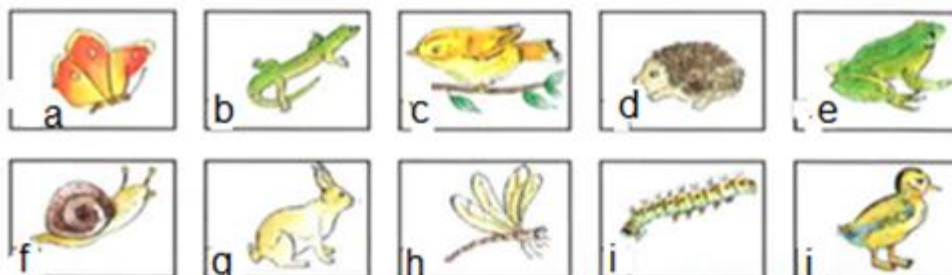
Read the following sentences. Choose True or False:

M	Sentences	True	False
1	Birds breathe like mammals.		
2	Reptiles and fish have scales.		
3	Fish and amphibians have gills to breathe.		
4	Some amphibians have legs.		
5	Birds are covered with feathers.		
6	Ants and bees are social insects.		
7	All animals live in the same natural environment.		
8	There isn't any difference among animals that live in the same environment.		
9	Skin covers all animals.		
10	All animals breathe by lungs as humans.		
11	Frog lives only on land.		

Worksheet (3)

Animals in the Natural Environment

- Match each animal to its habitat.

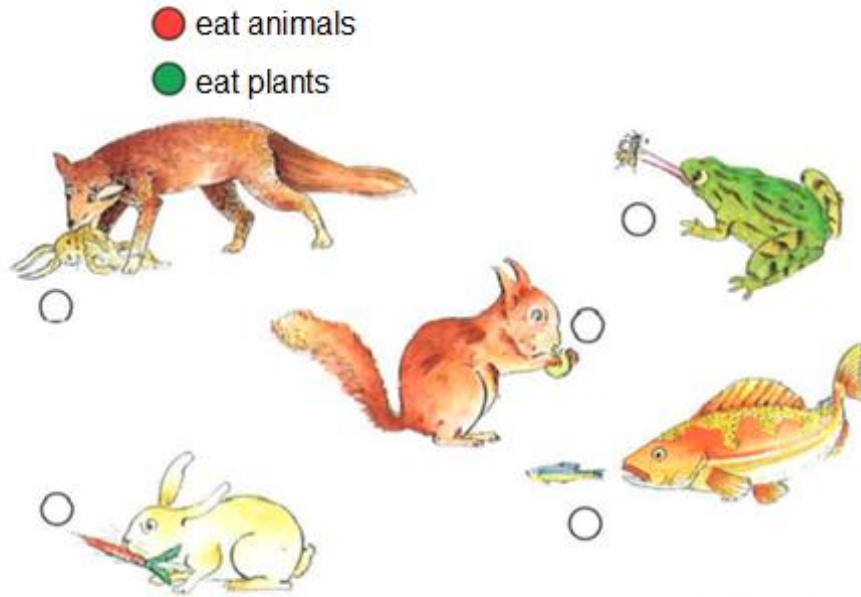


Worksheet (4)



Each animal Has its Own Specific Food

Color in red animals that eat other animals and color in green animals that eat plants:





Worksheet (5)

Animal's Characteristics

a. Match each animal with its habitat:



turtle



Shark



Monkey



Squirrel



Lion



Desert



Mountains



Sea



Forest

b. Observe the picture and answer the following questions?



1. Determine what each animal eats

Rabbit: lion: hen:

2. Answer:

- Are all animals eating the same food?
- Are all animals having the same size?
- Are they living in the same habitat?

3. Complete the following conclusion:

Animals have different, they eat Food, and live in habitat

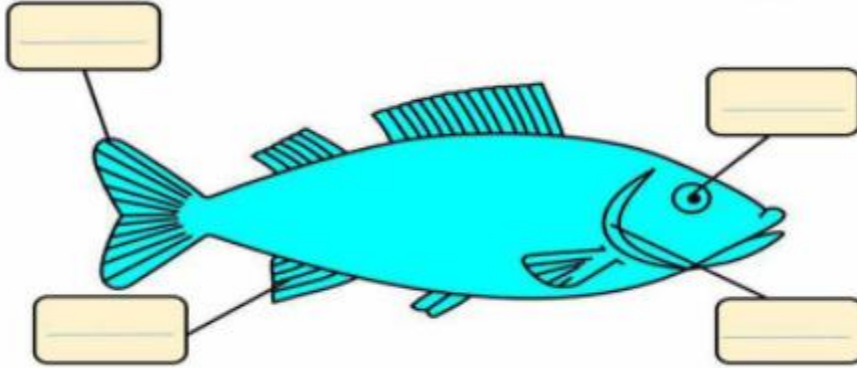


Worksheet (6)



Parts of Fish

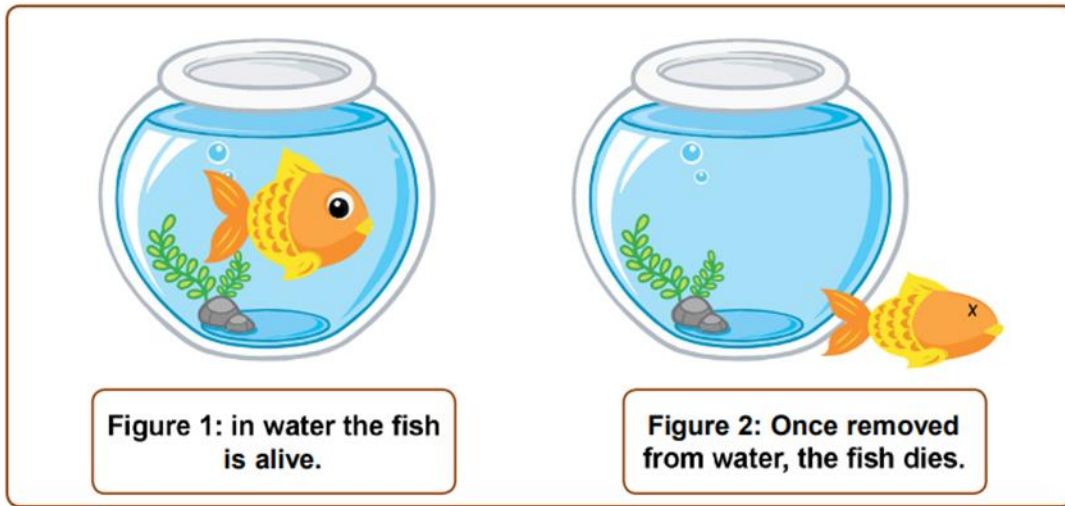
Write the parts of fish:



Worksheet (7)

Fish

Observe the picture, then answer the questions

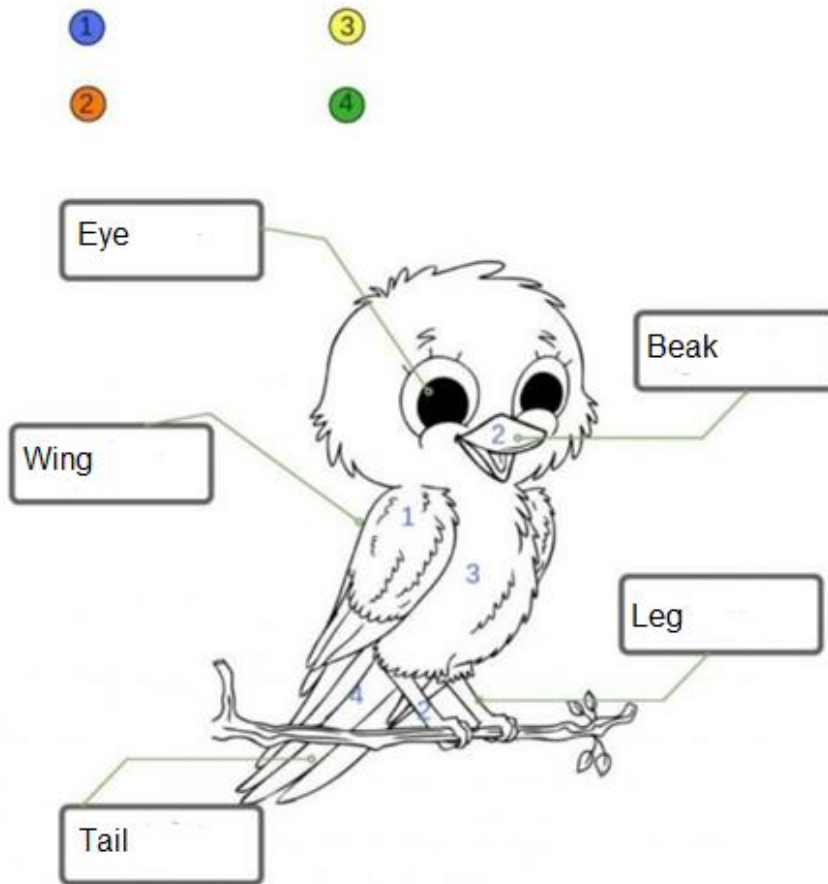


- Where is the fish in the first figure?
- What happened to the fish when it came out of the water?
- In which figure can the fish breathe?
- What is the organ that helps fish to breathe?

Worksheet (8)

Birds

a. Color and name each part of the bird :



b. Indicate:

- What covers the body of a bird?
- How do birds eat?
- How do birds move?.....and what do they use to move?
- Where do birds live?
- What is the organ that helps birds to breathe?



Kinds of animals

Fishes



Amphibians



Classification of animals

Birds








Reptiles



Worksheet (9)

Animal's Properties:

Complete the following table:

	Mammals	Birds	Reptiles	Amphibians	Fish
					
Covered with :					
Have gills or lungs?					
Have legs or fins?					
Have wings /or no wings?					
Live in water /on land?					
Feed their babies or not feed?					



Worksheet (10)

Correct the following drawing:



Pigeon



Rabbit



Fish



Frog



Lizard

Slide (3)

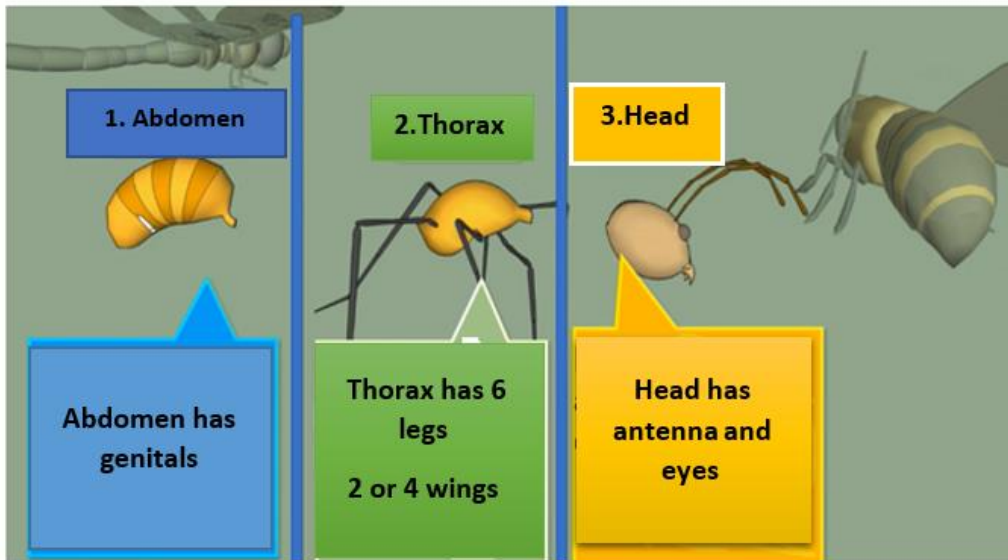
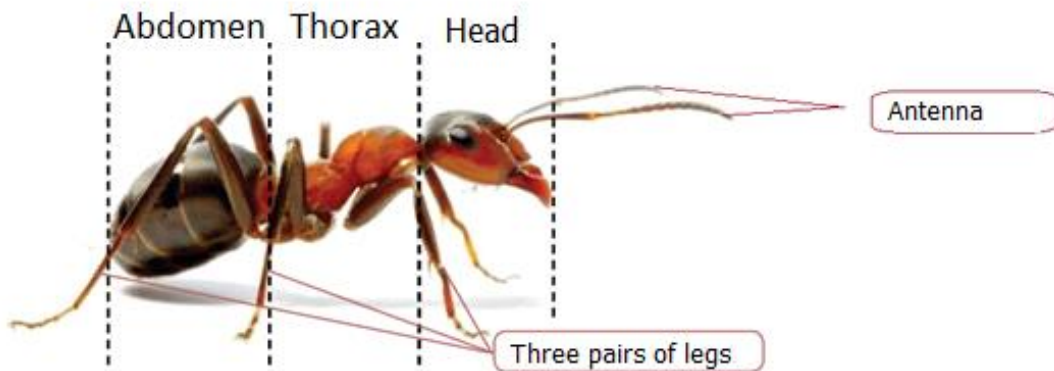


قصة النحلة العجيبة والعسل المفيد

النحلة العجيبة كانت في صباح كل يوم تقوم بترتيب منزلها و تقوم بإحضار وجبة الإفطار الخاصة بها، وبعد ذلك تغلق منزلها جيدا و تذهب إلى حيث يتواجد مكان عملها و تعمل و تجتهد إلى أن يحل المساء و تعود إلى منزلها و تقوم بإحضار وجبة الطعام لكي تستطيع التحرك بدون تعب أو إرهاق لليوم الثاني فكانت النحلة العجيبة محافظة على وجباتها اليومية. في ذات صباح كانت النحلة العجيبة تعمل كعادتها وهي في وقت عملها أتت إليها فراشة حزينة وكانت مرهقه كثيرا: فقالت النحلة العجيبة: ماذا بك أيتها الفراشة الجميلة؟ الفراشة: قد مررت منذ قليل من أمام الأرنب وإذا به مرض ولا يستطيع تناول طعامه فحزنت من أجل صديقي. النحلة العجيبة: ألف لا لبأس على صديقك أيتها الفراشة الجميلة، ولكن نحن نستطيع مساعدة صديقك أيتها الفراشة الجميلة. الفراشة باندھاش: حقا، هل سوف نكون باستطاعتنا مساعدته ونجلب له طعاما. النحلة العجيبة: حقا نستطيع أن نفعل ذلك معا.

الفراشة: إذن هيا بنا. ذهبت كلا من الفراشة الجميلة و النحلة العجيبة و ذهبا سويا إلى حديقة ممثلة بالجزر و ظلتا تعملان إلى أن أخرجتا جزرة و قامتتا معا بحملها و وضعتاها أمام بيت الأرنب المريض فطرقت الفراشة الجميلة الباب. أجاب الأرنب وفتح: أهلا يا صديقتي اعذريني ليس لدى ما أقدمه لك. ابتسمت الفراشة إذن أنا أتيت لك بطعام لكي تأكل وتشبع و تقوم إلى عملك مرة أخرى. النحلة العجيبة: أهلا بك أيها المريض الكبير. ابتسم الأرنب: أهلا أيتها النحلة العجيبة شكرا لمساعدتك. النحلة العجيبة: لم أفعل شيئا بمفردي فقد اشتركت معي الفراشة لكي نجلب لك طعاما. الفراشة الجميلة: بالأصل أنت من لم يتركني بمفردي شكرا لك أيتها النحلة العجيبة. النحلة العجيبة: لقد قمت بعملتي فقط لا شكر على واجب سوف أذهب إلى اللقاء لكم. الأرنب: إلى اللقاء. الفراشة العجيبة: إلى اللقاء.

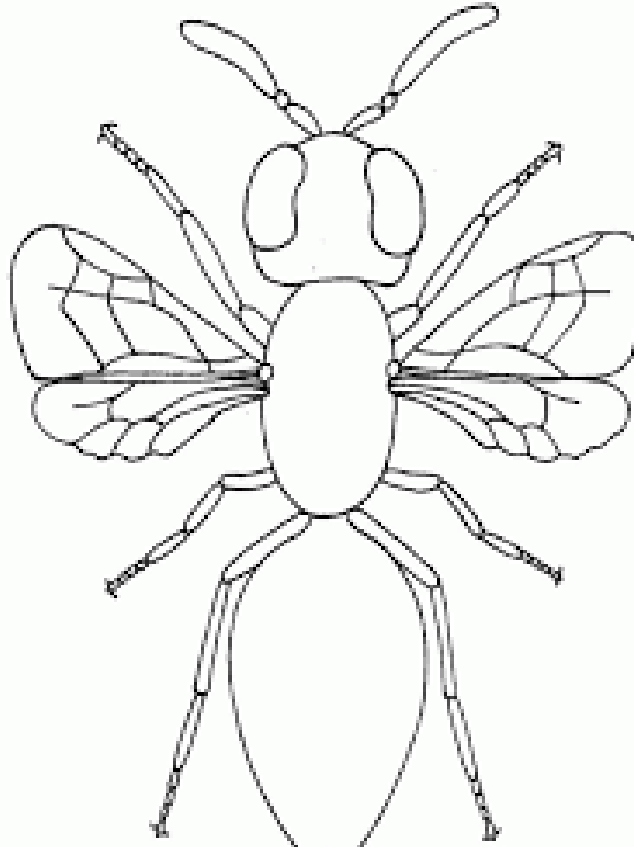
Slide number (4)



Worksheet (11)

Parts of Insects

a. Color the abdomen with red, thorax with blue and the head with green



b. Complete the correct sentence:

- The abdomen contains
- The head contains
- The thorax has

Worksheet 1

Learning Table

Subject: The plants



K

W

L

What do you know about plants?	What do you want to learn about plants?	What did you learn about plants?
.....



Worksheet 2

For each sentence, Put (True) or (False):

No	Phrase	True	False
1	All parts of the plant are green.		
2	The stem is the part that lives below the surface of the soil.		
3	The root is the part under the soil surface.		
4	The leaf has the same shape in all plants.		
5	The leaves of the plant have different colors.		
6	The function of the stem is to carry leaves and transport water and food to the rest of the plant.		
7	The process of making food takes place in the leaves.		
8	The roots stabilize the plant in the soil and absorb water and mineral salts.		

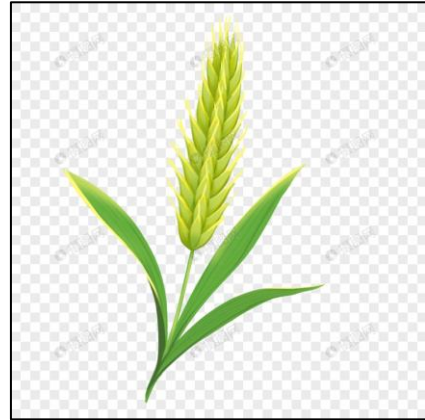
Worksheet 3

Indicate the type of leaves for each plant:

Oval – Linear – Acicular - Palmate



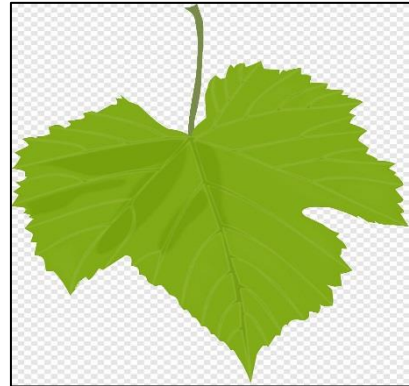
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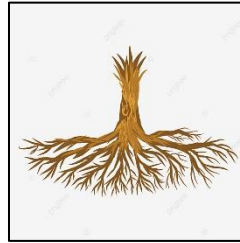


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Worksheet 4

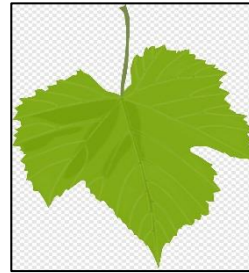
Match each part of the plant with its property:

Make food
for plants



Live above
the surface
of the soil

Absorbs
water and
salts



Lives below
the surface
of the soil

Transports water
and nutrients to
the rest of the
plant



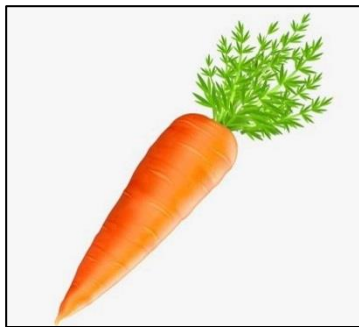
Holds
leaves

Worksheet 5

Match each image with its appropriate root type:



Tuberous
root



Fibrous
root



Taproot

Worksheet 6



Match each image with its appropriate stem type:



Stolon



Climbing
stem

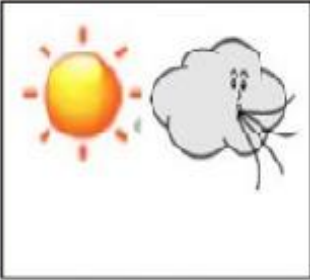







Erect
stem



Worksheet 7

















Match each part with its function:

	 Leaves
	 Stem
	 Roots

Worksheet 2

Diagnostic Test




Dear student: Circle the correct answer:

No	Question
1	Which of the following animals transfer pollen grains among plant flowers? <div> <div>1- Bee </div> <div>2- Cat </div> <div>3- Cow </div> <div>4 - Frog </div> </div>
2	Which of the following animals works to aerate the soil and help the plant grow? <div> <div>1- Earthworm </div> <div>2 - Spider </div> <div>3 - Sparrow </div> <div>4 - Goat </div> </div>
3	Which of the following animals is used as a fertilizer for the soil? <div> <div>1- Hawk </div> <div>2 - Cow </div> <div>3 – Frog </div> <div>4 - Fish </div> </div>
4	Which of the following animals does not help plants reproduce? <div> <div>1 - Butterfly </div> <div>2 - Fly </div> <div>3 - Snake </div> <div>4 - Sparrow </div> </div>



Worksheet 3

Dear student: Choose and paste the pictures that represent the necessary needs of living things.

		Necessary needs of living things	

			
Toys	Sunlights	Book	Water
			
Home	Soil	Air	Food



Worksheet 4

Dear student: Match each living thing with its needs.

Necessary needs	Living thing	Necessary needs
 Water		 Home
 Air		 Food
 Soil		 Nest
 Sunlights		 Small worm

Worksheet 5



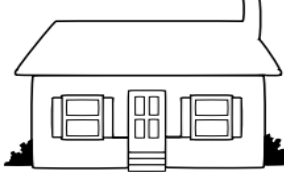

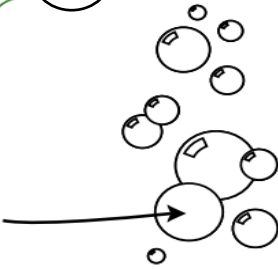
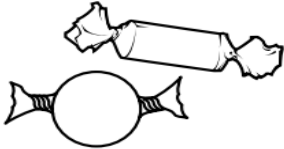
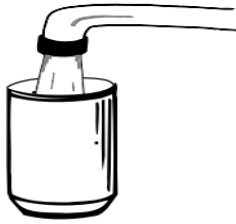

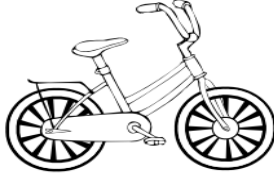

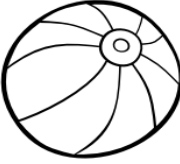
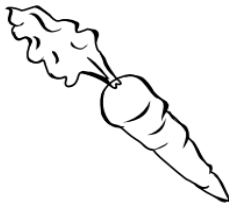
Dear student: Cut and paste the following pictures on the board by classifying it if its desire or need.





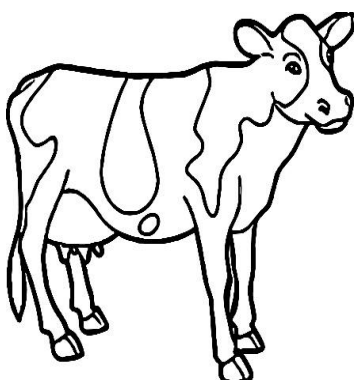
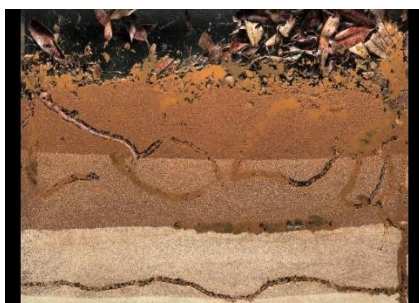
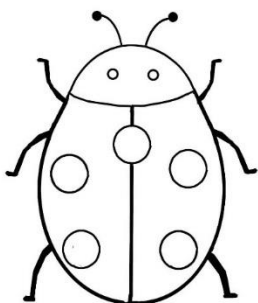
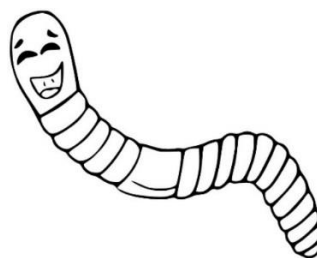
Worksheet 6

Dear student: Color the circle in red if the picture represents “desires”, and in green if the picture represents “needs.”

<input type="radio"/> 	<input type="radio"/> 	<input type="radio"/> 
<input type="radio"/> 	<input type="radio"/> 	<input type="radio"/> 
<input type="radio"/> 	<input type="radio"/> 	<input type="radio"/> 
<input type="radio"/> 	<input type="radio"/> 	<input type="radio"/> 

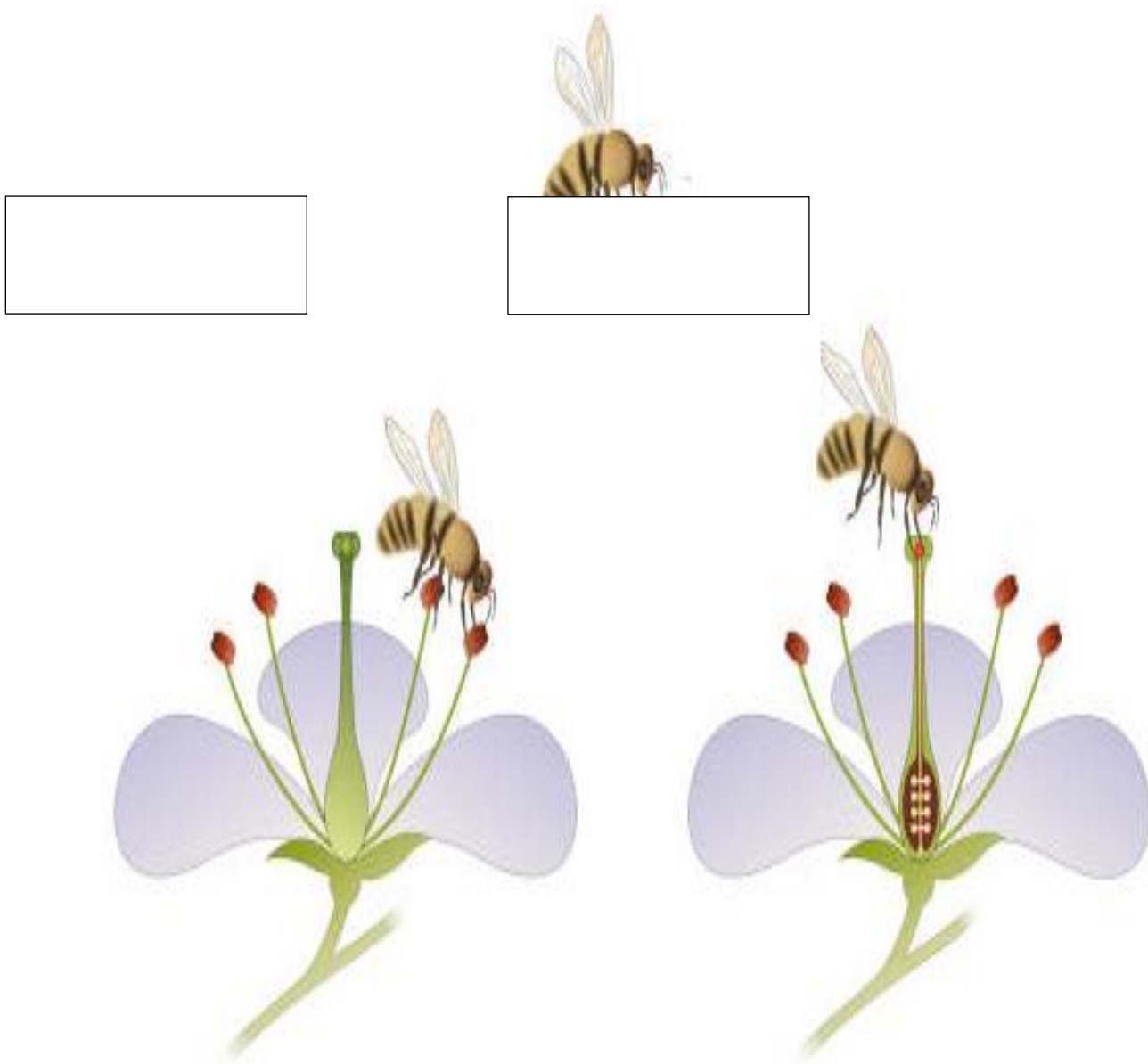
Worksheet 7

Dear student: Color the pictures of animals, then match each animal to its habitat.



Worksheet 8

Dear Student: In the empty squares, draw an arrows representing how the bee transfers pollen grains from one flower to another, then talk about its importance for the survival of the plant.



Worksheet 9

Dear student: Put (✓) or (✗) under the picture that represents the animals that transfer pollen grains among plant flowers for their reproduction.



()



()



()



()



()



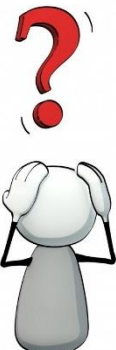
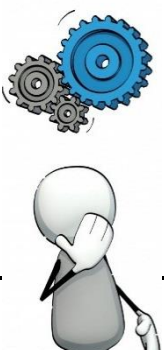
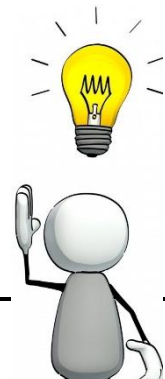
()

Slide 1

KWL Table

Subject: Water

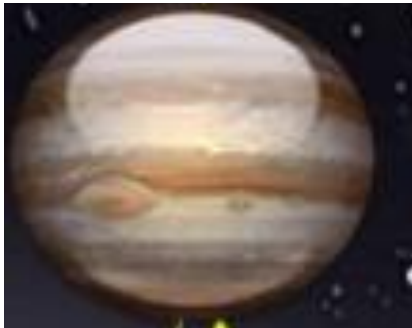


<p>K</p> <p>What do you know about water?</p>	<p>W</p> <p>What do you want to know about water?</p>	<p>L</p> <p>What did you learn about water?</p>
		

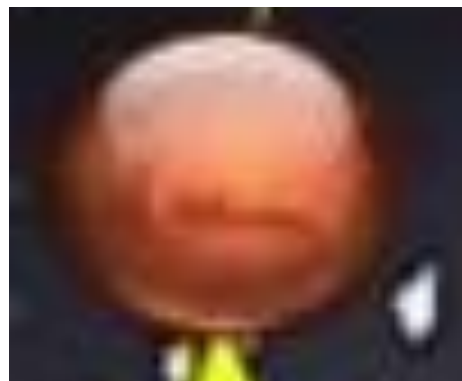
Groups of Planets



The Earth



Jupiter



Venus



Mars



Saturn



Earth



Uranus

Worksheet 1

Water Purification

a. Write the observed color in each cup

1	2	3

b. What do you observe in the bottom of each cup after heating?

1.
2.
3.

c. What is the shape of water in each cup?

1.
2.
3.

d. Which cup contains a drinking water? Why?

.....

.....

.....

Worksheet 2

Sources of Water

Match each source of water with its suitable picture:



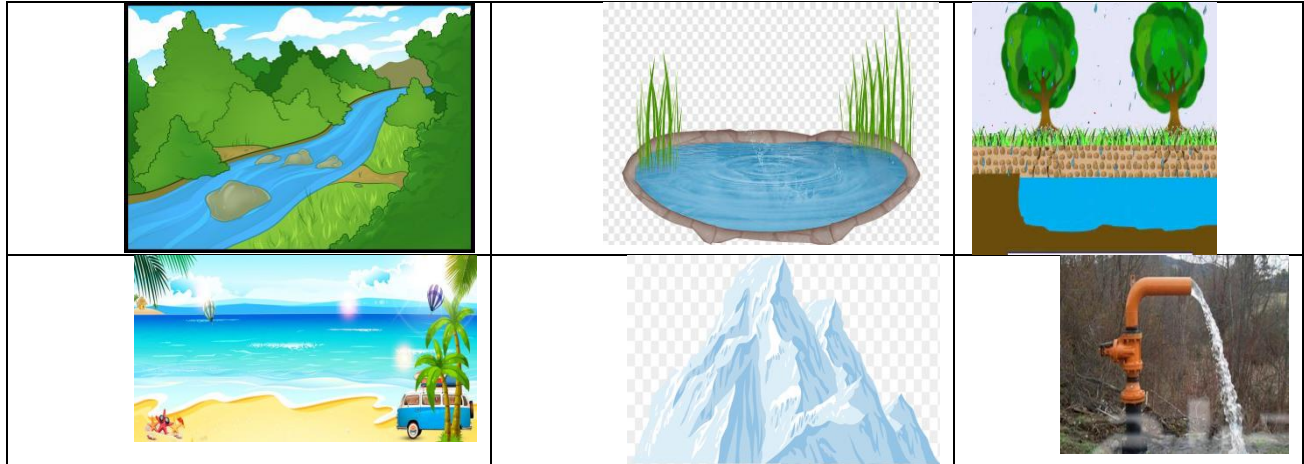
- Rain
- Rivers
- Water tap
- Water wells
- Seas



Worksheet 3

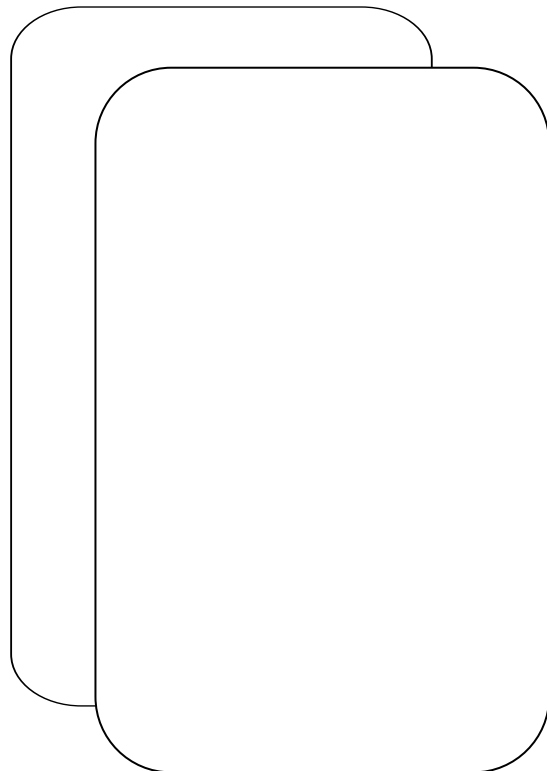
Sources of Water

Cut each picture and classify it .



Ground Water

Surface water



Slide 3

Importance of water to living things

Spring season:

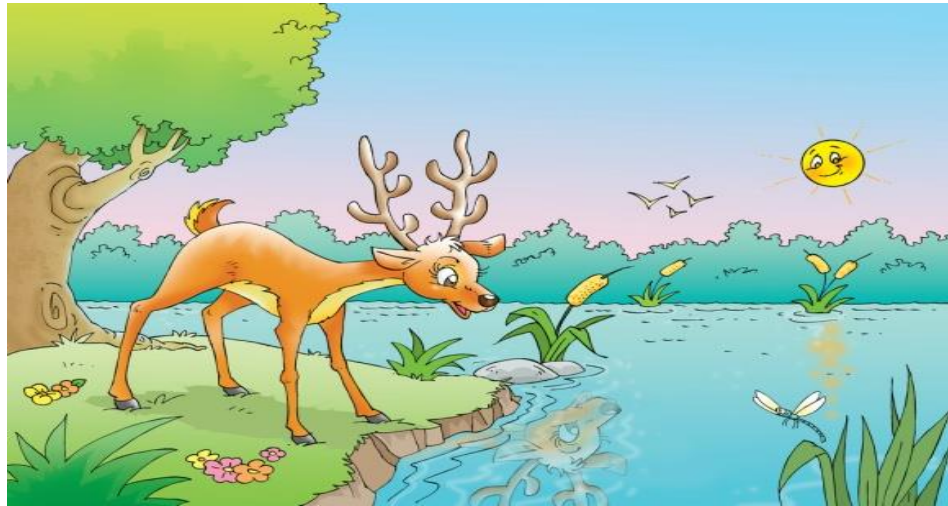
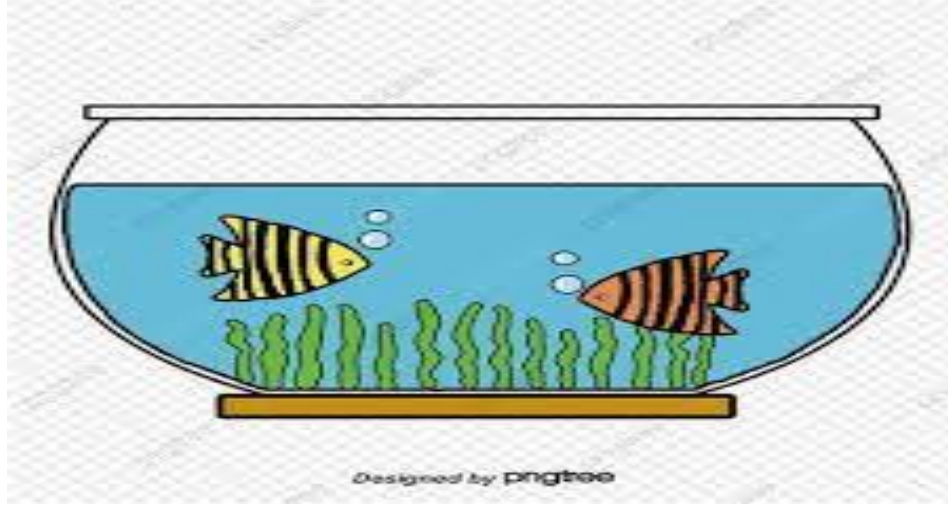


Summer season:





Importance of Water for Living Things



Living Things Need Water



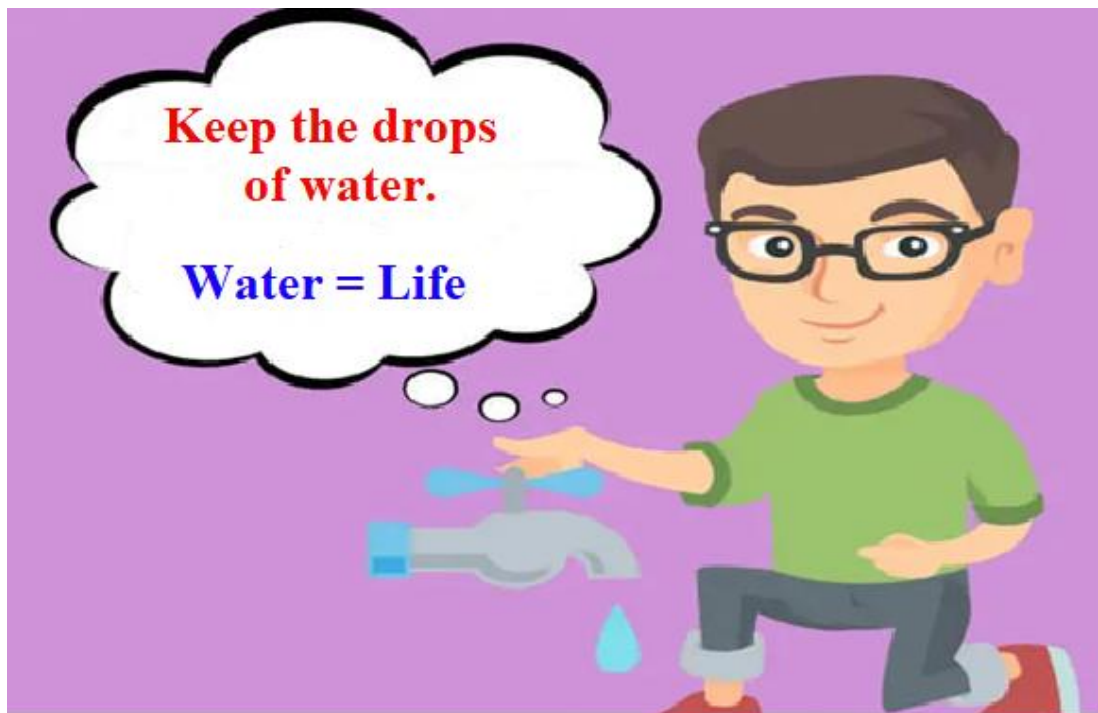
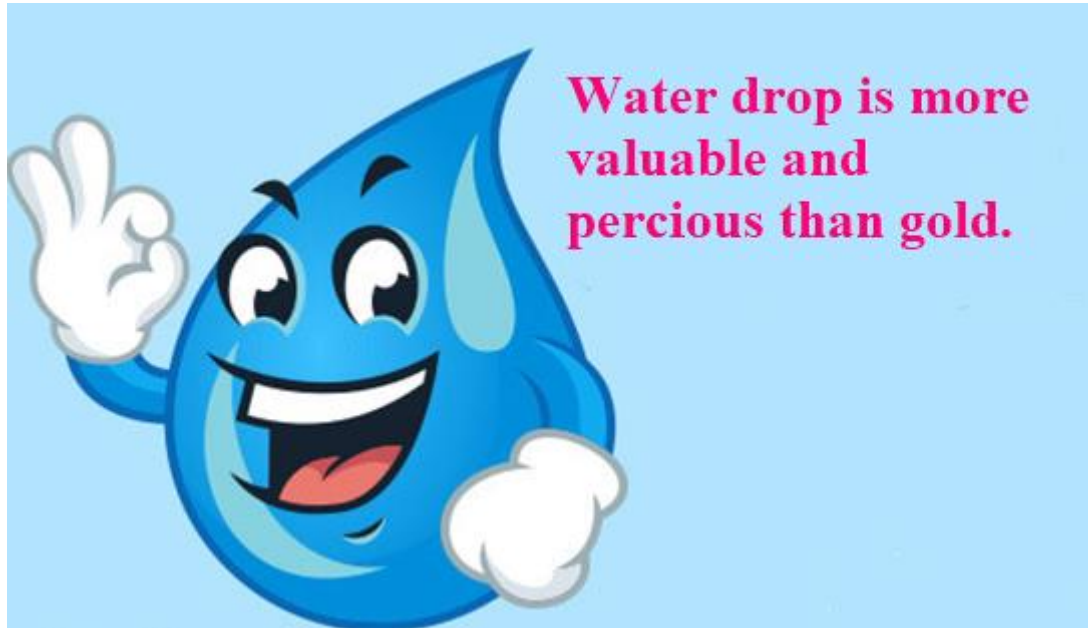
The Uses of Water in Industry



Bad Habits for Using Water



Guided Pictures and Quotes



Water is the key of life.

Take care of it.





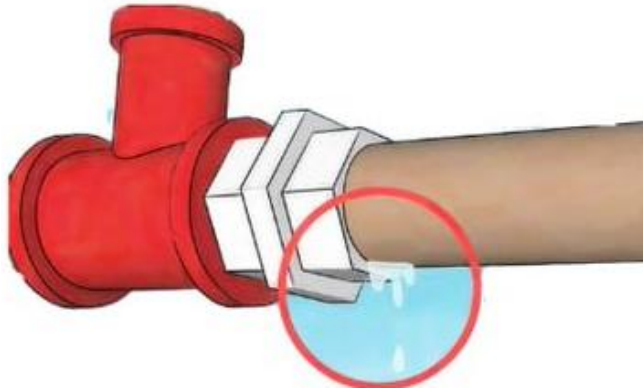
**The life continues
with water.**



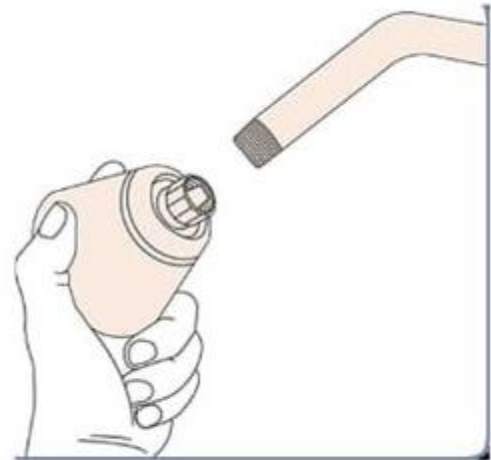
Close the water tap while washing the teeth and use a large cup instead of opening the tap.



The taps of water should be opened constantly to detect possible water leak.



During taking a shower, use a low-flow shower heads.



Don't leave the tap of water opened.








**Water
is the secret
of life**



Worksheet 4

Guided Advice for the Usage of Water

Match each picture with its appropriate quote:

Wash the vegetables and crops in a water basin.	
Water the garden during the early morning or evening to avoid evaporation of water.	
Open the tap carefully	
Take a shower instead of filling the tub.	
Make sure to close the tabs before sleeping or leaving home.	

للاستبدال



Worksheet 1

Test Yourself

Cut each picture then place it in it's suitable place :

Natural Matter

It is matter found naturally.

Manifucture Matter

It is matter made by human using natural matter.



leather



glass



cotton



plastic



rocks



wool



rubber duck



metal keys



paper








wood



Worksheet 2

Test Yourself





















Cross out the intruder from each group:

<p>Smooth</p>  <p>_____</p>	<p>Shine</p>  <p>_____</p>
<p>Flexible</p>  <p>_____</p>	<p>Huge</p>  <p>_____</p>
<p>Red</p>  <p>_____</p>	<p>Small</p>  <p>_____</p>

Worksheet 3

Material Made up the Things

In front of each group, things that make the material, circle the intruder:

Wood	   
Metal	   
Rubber	   
Plastic	   
Glass	   

Assessment 1

Complete

Complete the sentence using the following words:

Things

Bottle – table – dress –
newspaper – glass ball.

Material

Glass – Paper – Wood – Plastic
– cotton.

Thisis made from



Thisis made from



Thisis made from



Thisis made from



Thisis made from

Slide 2

Natural Resource

It is the material that is made up of plants, animals, stones and soil origin in nature.



Slide 3

Artificial Resources

It is the material that is made up by human using natural resources.



fabric



paper



glass



plastic



metal

Assessment 2

Match

Match things in column A with its source in column B:

Column A	Column B
 <p>Aluminum Pipes</p>	 <p>Cotton</p>
 <p>Glass Window</p>	 <p>Wood</p>
 <p>Paper</p>	 <p>Petrol</p>
 <p>Clothes</p>	 <p>Stones</p>
 <p>Plastic</p>	 <p>Sand</p>



Worksheet 4

Characteristics of Material

Choose two words from the box to describe the characteristics of each body.

Strong – smooth – Float – flexible – transparent - insulator – light – huge – rigid

.....

.....



Glass Window

.....

.....



Rubber ball

.....

.....



Woolen clothes

.....

.....



Wooden table

.....

.....



Steel spring

.....

.....



Paper box

Slide 4

Material Making Stuff

List the material that makes each stuff and give the reason using simple words:

Stuff	Material is made from	Reason
<p>Cooking Utensils</p> 
<p>Rain Coat</p> 
<p>Glasses</p> 

Slide 5

Optimizing Properties

Using material that teacher distributed in order to improve feature for each material obtained in the below table:

Material to be improved	Feature	Required materials	Method
Paper	Endurance	Newspaper	Fold it as cylinder
Skins	Flexibility	Piece of skin – hammer with rubber head	Knock on a piece of skin using hammer with rubber head many times.
Cotton	Endurance	Cotton – Spindle	Use spindle to spin cotton in order to make it fiber.











KWL Table



Subject: Force
and its effect

K	W	L
<p>What do you know about force and its effect?</p>	<p>What do you want to know about force and its effect?</p>	<p>What did you Learnt about force and its effect?</p>
 	 	 

Worksheet 1

Types of Force

Write the type under each force:

Air resistance	Gravity Force	Pull Force	Magnetic Force
Applied Force	Friction Force	Spring Force	Float Force (Buoyant)

















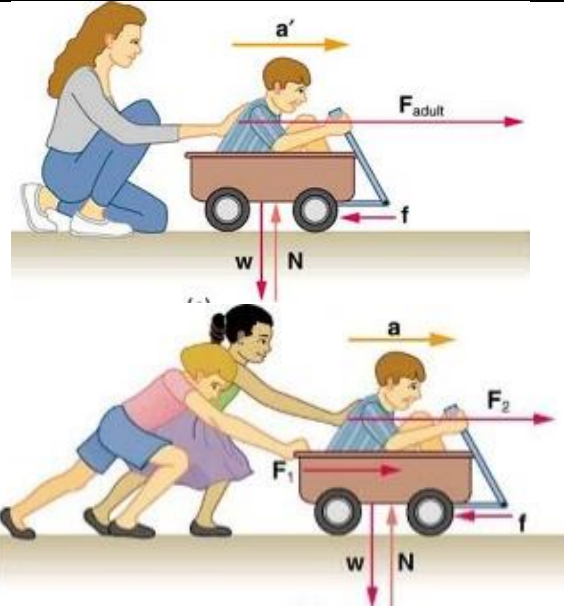
Worksheet 2

Change of Force

Complete the following:

What happens when the force is increased?

Increase and the will increase.



What happens when body mass is increased?

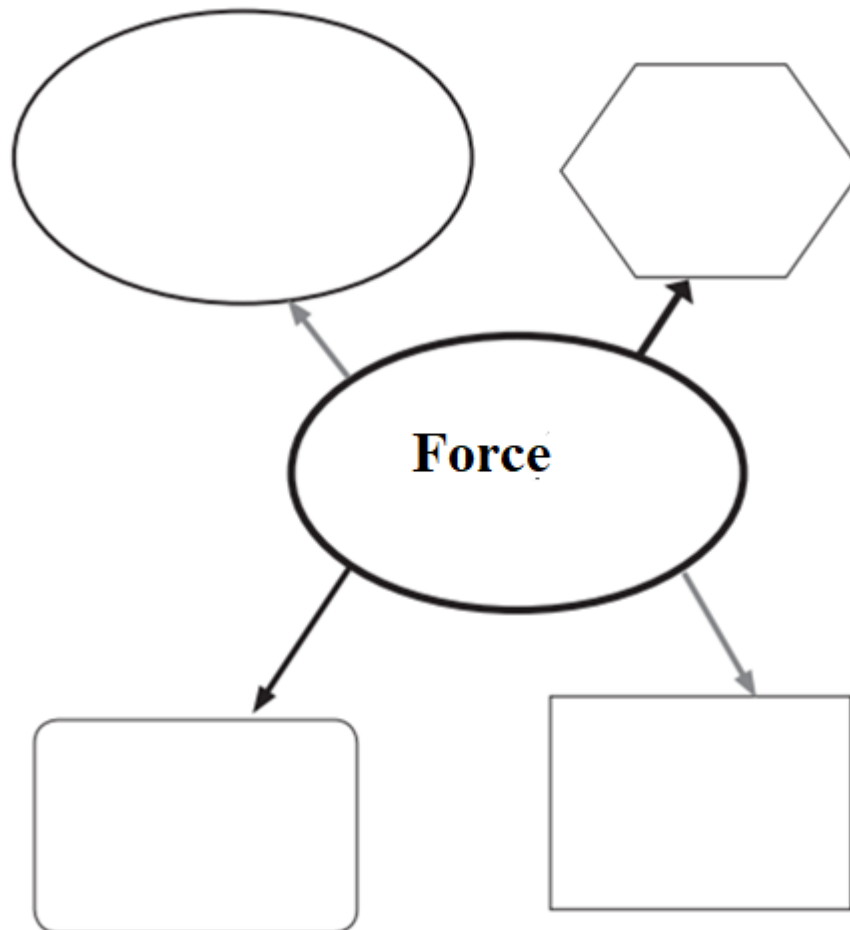
You should increase to move your body.



Slide 2

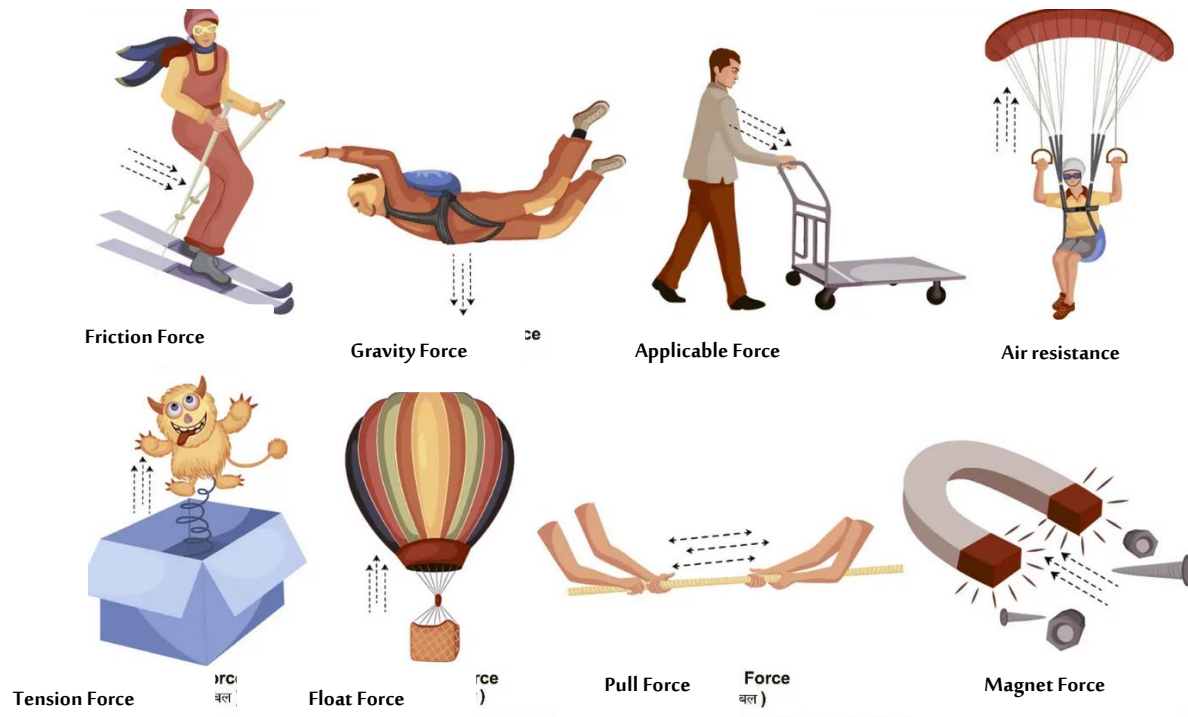
Force Concept

Observe the picture then describe the ball using suitable words:



Slide 3

Observe and Describe



Worksheet 3

Exploring Tension Force

Listen to the activity steps that your teacher presents then apply them, Write your notes in the empty spaces:



Force	Effect
.....	Elongation of spring
.....	Compression of spring

Slide 4

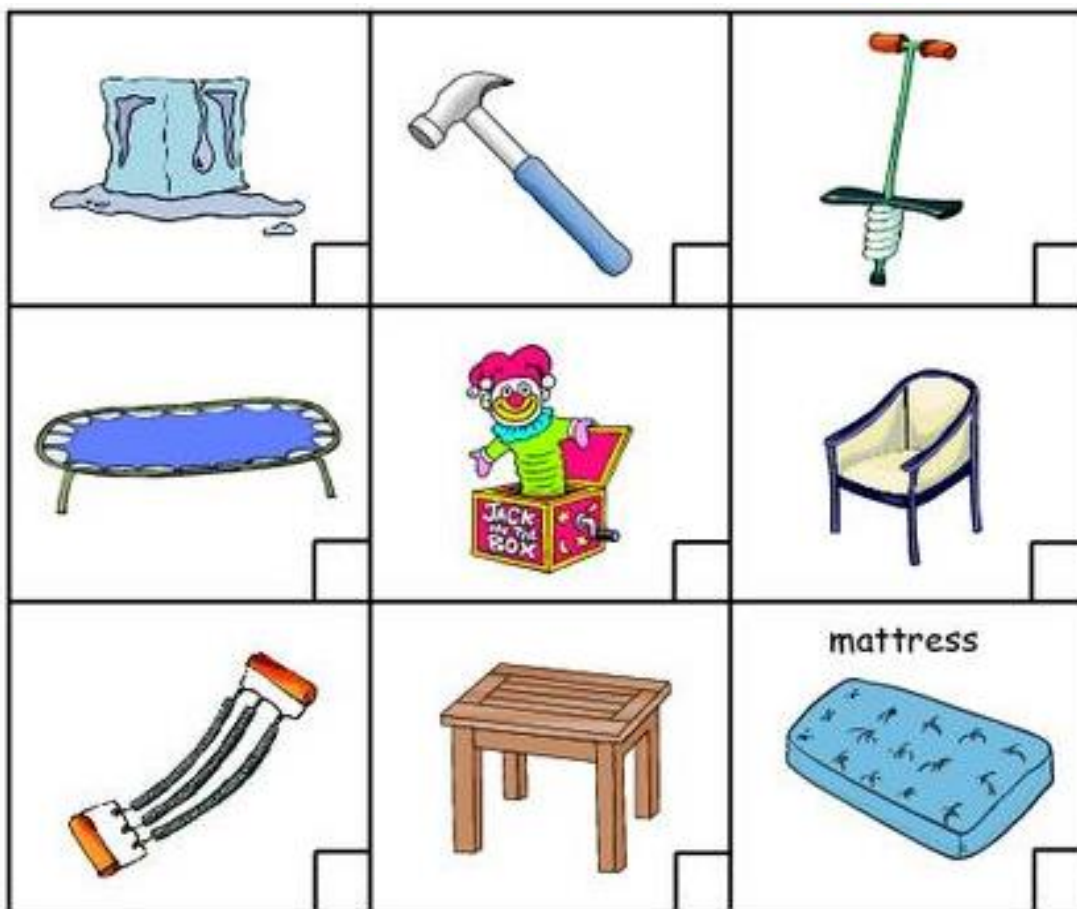
Uses of Spring



Assessment 1

Observe and Locate

Observe then put (✓) in front of the object that uses a spring:



Worksheet 4

Force and Distance

Follow activity steps - under teacher supervision- then write notes and conclude:



Number of students that push the basket	Distance that basket moved
1
2
3

To conclude with: as force is increased on the body distance.....

Worksheet 5

Force and Mass

Follow activity steps - under teacher supervision- then write notes and conclude:



Number of books	Force needed (balance reads)
1
2
3

Assessment 2

Classify

Observe each picture then cut and paste it into a suitable place on the table:

Easy to Move	Hard to Move



Final Evaluation

Match

Match each Picture with the force it describes:

Column A



Column B




- Gravitational Force
- Magnetic Force
- Wind Force
- Water Current



Slide 1

Learning Table

Topic:
The Magnetic Force.

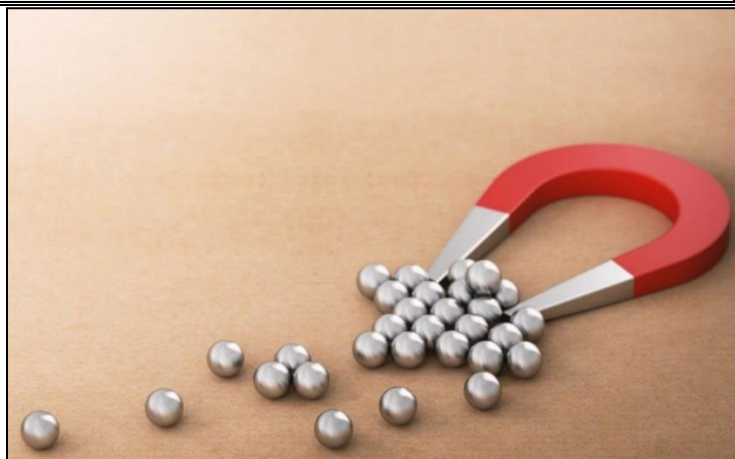
K	W	L
<p>What do you know about the magnetic force?</p>	<p>What do you want to learn about magnetic force?</p>	<p>What did you know about the magnetic force?</p>
		



Diagnosing Difficulties

Below is a set of phrases that describe the magnetic force , indicate by true or false.

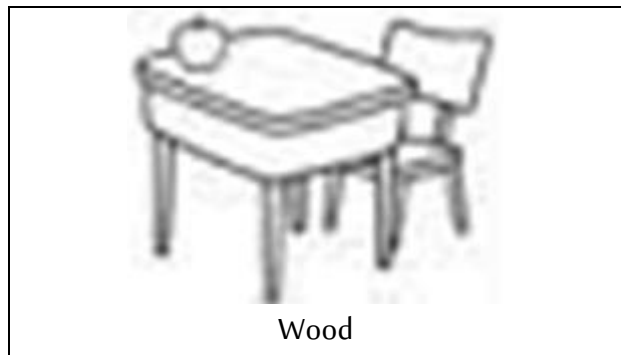
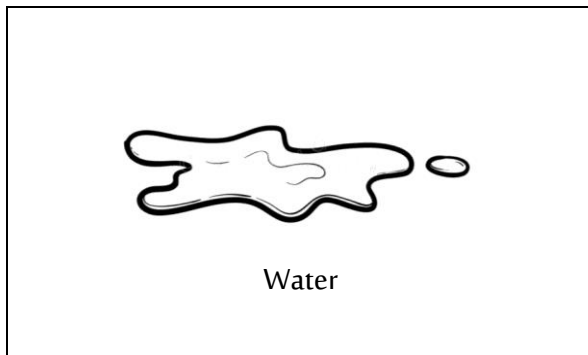
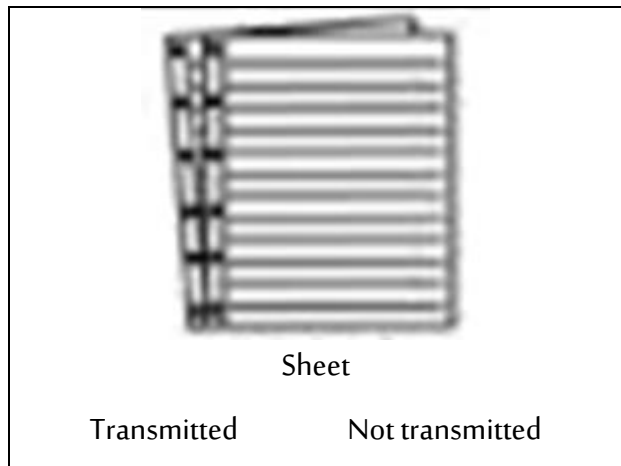
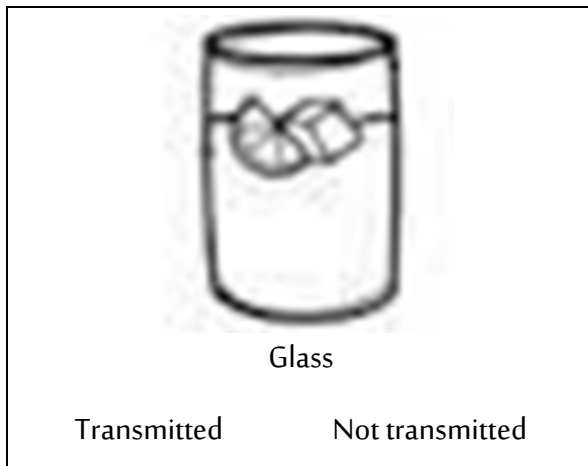
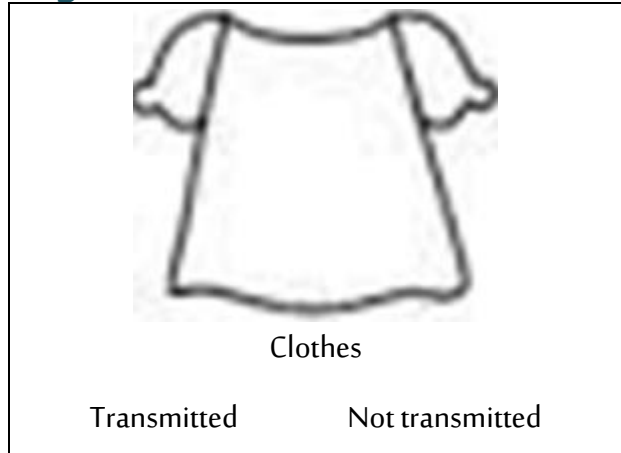
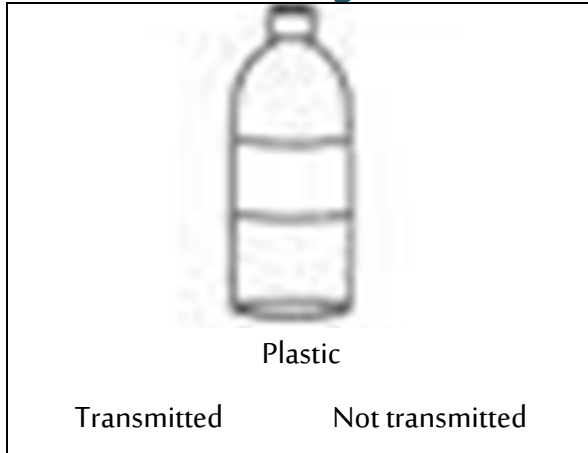
No	Phrase	True	False
1	Copper and aluminum are attracted to magnets; So they are magnetic materials.		
2	The force of a magnet passes through materials made of iron.		
3	The force of the magnet does not pass through materials made of glass.		
4	The North Pole can be separated from the South Pole by cutting the magnet in halves.		
5	The magnetic force is distributed on one plane only.		
6	Magnetism only causes materials to be attracted to each other (students do not take into account repulsion due to magnetism).		
7	The magnetic and geographical poles of the Earth are located in the same side.		



Worksheet 1

Transmission of Magnets

Below are pictures of a group of objects, decide through which the magnetic force is transmitted:






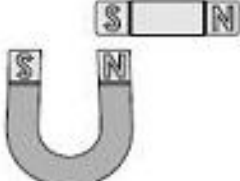







Worksheet 2

Attraction or Repulsion?

Determine the type of force in each case (attraction or repulsion):

 <p>attract repel</p>	 <p>attract repel</p>	 <p>attract repel</p>
 <p>attract repel</p>	 <p>attract repel</p>	 <p>attract repel</p>
 <p>attract repel</p>	 <p>attract repel</p>	 <p>attract repel</p>

Worksheet 3

Magnetic Permeability

Do the experiment and write down your notes in the table.



Matter	Examples	Does the magnetic force pass through it?	
		Yes	No
Not magnetic	Sheet	.....	.....
	Plastic	.....	.....
	Glass	.....	.....
	Aluminum	.....	.....
	Copper	.....	.....
Magnetic	Iron	.....	.....
	Nickel	.....	.....
	Cobalt	.....	.....



Magnetic Force Distribution

Go through the steps of the experiment that the teacher tells you about, and then answer the following questions:

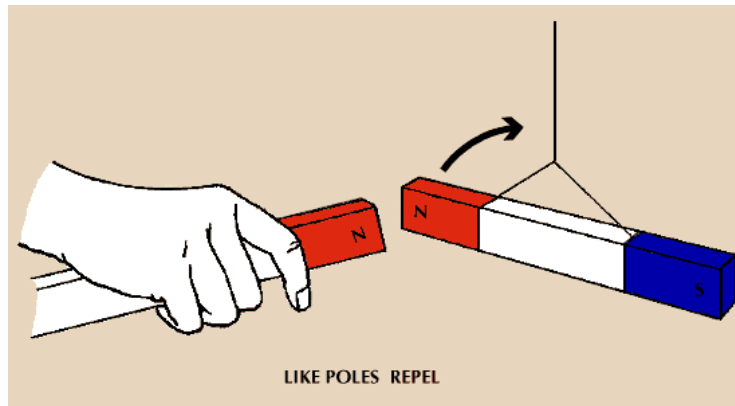
1. Where is the largest amount of iron filings attracted along the magnet?
2. Where does the amount of iron filings decrease along a magnet?
.....
3. Draw the distribution of iron filings on the surface of the magnet using the following figure:



Worksheet 5

Law of Attraction and Repulsion

Follow the steps that the teacher tells you about, then complete the table below according to your observations (repulsion or attraction):



Magnet mode	Repulsion or Attraction

Final Evaluation 2

Repulsion or Attraction

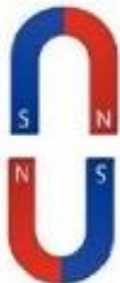
Complete with the word "repulsion" or "attraction" in front of each of the following cases:













Final Evaluation 2

Lesson Conclusion

Complete the following concept map using one of the following statements:

The force of the magnet is concentrated at the poles

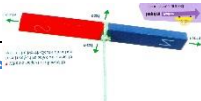
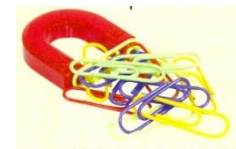
Indicates the north direction when it is free to move

Like poles repel each other

Its strength passes through non-magnetic materials

Attracts magnetic materials

Different poles attract each other



Slide 1

Learning Table KWL

Subject: The Sound

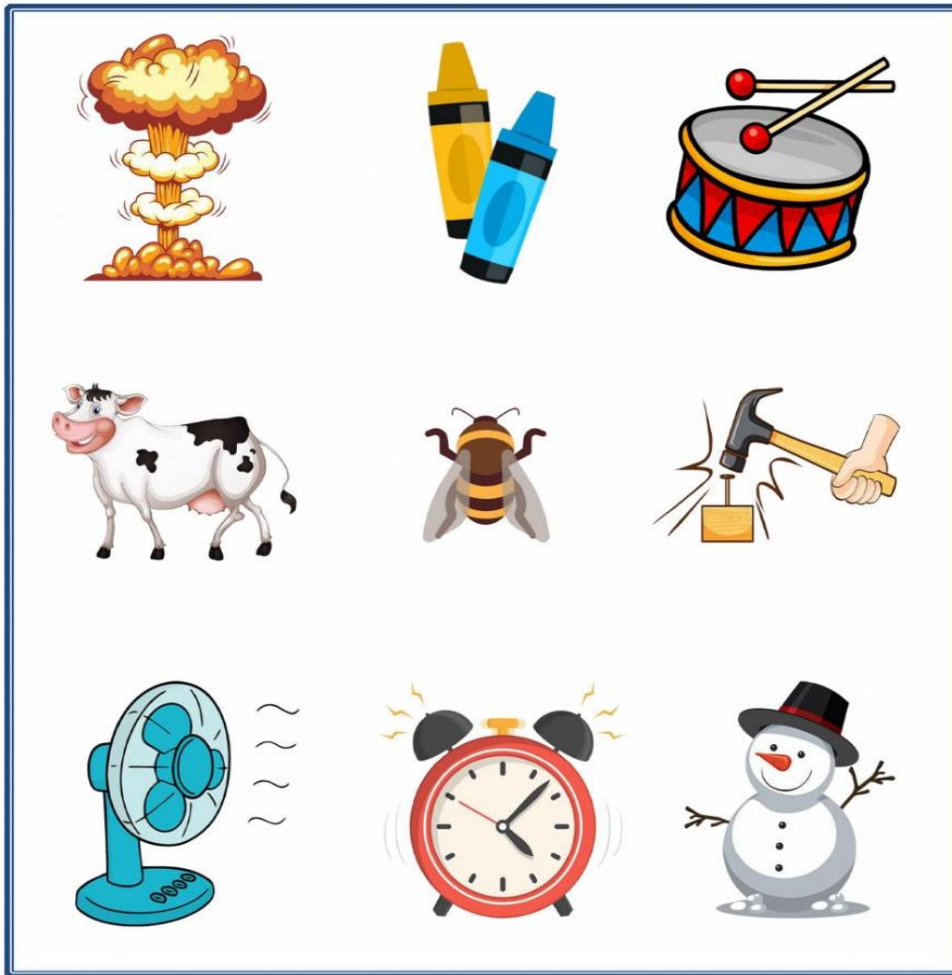
K What do you know about sound?	W What do you want to learn about sound?	L What did you learn about sound?



Worksheet (1)

Loud Sounds and Soft Sounds





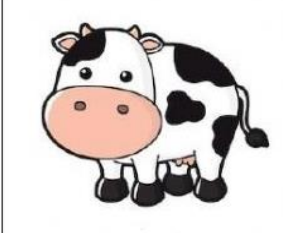
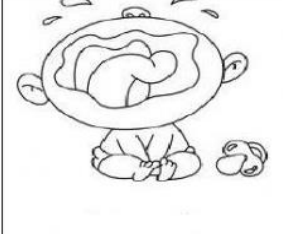
Write L under the objects that give loud sounds and S under the objects that give soft sound and X under the objects that don't give a sound.



Worksheet (2)

Voice Classification by Pitch

Classify the following sounds according to their pitch by writing the letter H for high pitched sounds and the letter L for low pitched sounds.



The following are statements that describe sound sources and hearing, choose true or false:

M	Statements	True	False
1	It produces sound from acoustic cords.		
2	The voice of ladies is one of the low pitched sounds.		
3	The sound of the cow is a high pitched sound.		
4	Sounds can be seen and heard.		
5	There is no need to care about hearing loss for young children.		
6	Sound becomes quieter as it moves farther.		
7	When the sound moves it loses its energy.		
8	Sound travels in vacuum.		
9	Sound can be physically touched.		
10	Older man voice is a loud sound.		
11	Hearing ability can be restored after losing it.		
12	The sound is louder on the day than at night.		
13	High noise appears when exposed to it for prolonged periods		
14	Sound travels in the air and does not travel in the water.		

Worksheet (3)

Identifying Sound Sources

Draw a circle around images that represent sound sources.



Worksheet (4)

Identify the Noise Causes

Circle sources that make noise.

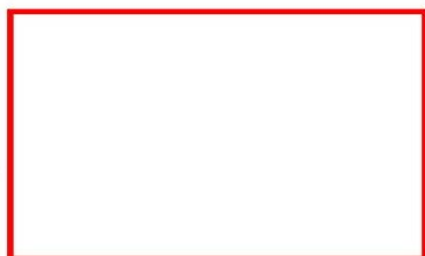


Worksheet (5)

Voice Differentiation

Listen to the sounds in front of the following boxes and then drag the image that represents each sound
(you can use the following link to hear the sounds: <https://www.liveworksheets.com/hc2416156xi>)

1.



2.



3.



4.



5.



Worksheet (6)

Source Classification by Audio Release

Mark √ below the objects that make a sound and mark × below things that do not make a sound:























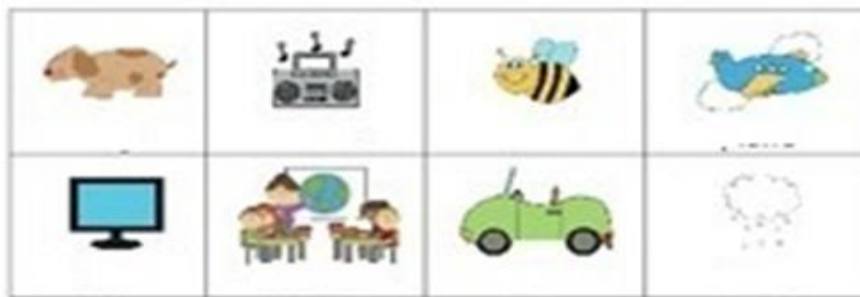


Worksheet (7)

Classifying the Sources of Sounds

Classify the following sources of sound into natural and artificial sources (i.e. man-made) by cutting and gluing the image in place in the table, whether natural or artificial.

Natural Sources	Artificial Sources



Worksheet (8)

Classifying the Sources of Sounds

Classify the following sources of sound as sources originating from animals or birds by writing code A and human-made sources by writing code H and sources of natural phenomena by writing code P

Lion sound 	Airplane sound 	Car sound 
Bell sound 	Waterfalls sound 	chicken sound 
Piano sound 	Wind sound 	Phone sound 
volcanic eruption sound 	Dog barking sound 	clock ticking 
Water waves sound 	Children game voice 	Casette sound 



Worksheet (9)

Distinguishing the Sounds of Musical Instruments

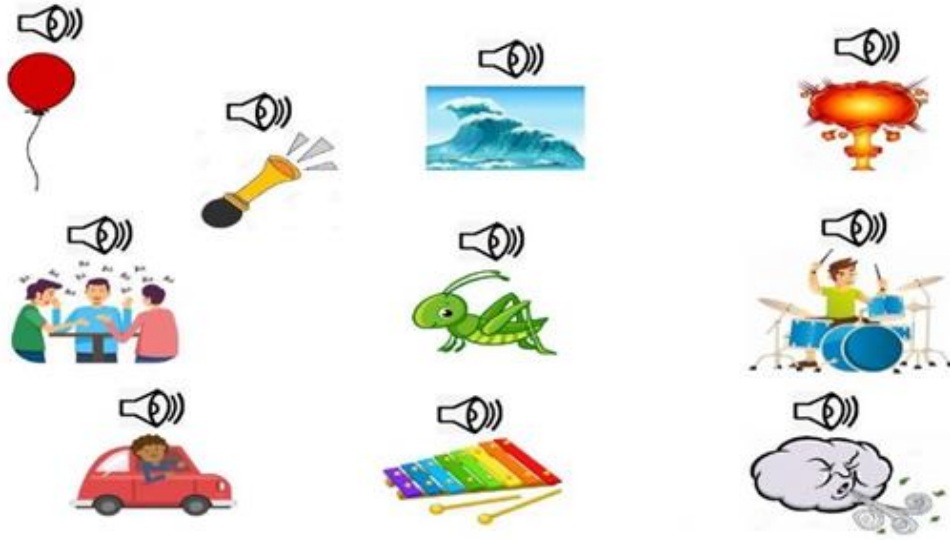
Listen to the sound of the instrument and circle the instrument that represents the sound (the following link can be used :shorturl.at/cimnU)



Worksheet (10)

Distinguishing Sounds that Cause Noise

Listen to the following sounds and select which ones are noise, which ones are music and which ones are sound (you can use the following link: shorturl.at/zHLNU) and then drag each image to its correct place in the table:






Noise	Voice	Music

Slide 1

Learning Table

Topic - Heat Sources and their Uses

What do you know about the heat sources?	What do you want to learn about the heat sources?	What did you learn about the heat sources?
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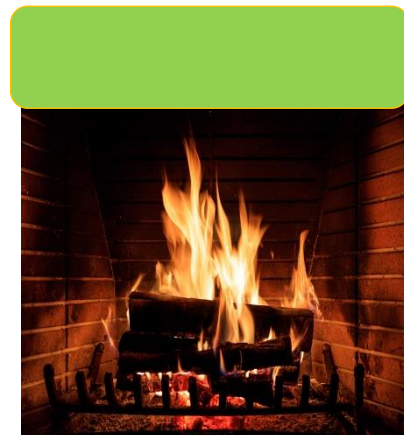
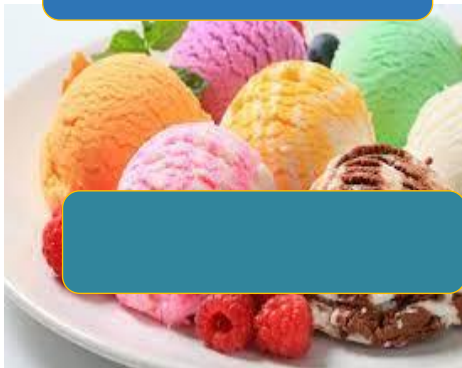
The following is a group of statements about the sources of heat around us and their most important uses in our daily lives. Determine which statement is true and which is false:

No	Phrase	True	False
1	Cold bodies do not contain heat.		
2	Heat and cold are completely different.		
3	Substances that have a higher temperature contain a higher amount of heat.		
4	Heat can be transferred from cold objects to hot objects.		
5	The heat is only transmitted to the top.		
6	Boiling is the highest temperature a substance can reach.		
7	The steam produced by boiling water is easy to see.		
8	The heat in our homes is used to cook food and heat water only.		
9	Electricity has no thermal effect.		
10	Flames and natural gas are the only industrial source of heat.		

Worksheet 1

Hot Objects and Cold Objects

Dear student, check the pictures in front of you and decide which is a hot body, and which is a cold body.





Worksheet 2

The Effect of Heat on Bodies

Dear student, use some of the following words to predict what will happen to the following objects when heat affects them.

solid

Freezing

Melting

Fusion

Ice

Water

Gas

Liquid

1. When you heat pieces of chocolate on a fire, they.....



fire,

2. When you put a quantity of lemon juice in the freezer, it.....



in the

3. When a candle is lit, the fire will help of the candle.



the

4. When you put water in the freezer, it into.....



turns

5. When a quantity of water is heated over flame, it turns into



a

Worksheet 3

Heat Transfer

Dear student, after watching your teacher's scientific experiment, deduce in each of the following cases:

- Which of the following words describes the temperature of a spoon and a cup of tea?



	Temperature of the spoon	Temperature of the cup of tea
1	decreases	Increases
2	Remains constant	Decreases
3	increases	Decreases
3	increases	Remains constant

- Ayman put a bottle of cold milk in a bowl of hot water, and he predicted what would happen.

Milk temperature increases

Milk temperature decreases

Milk temperature remains constant



- When a metal straw is placed in a glass of iced juice, its temperature decreases. Which of the following statements explains what happened?



Heat is transferred from the straw to the juice

Heat is transferred from the air to the straw



Worksheet 4

Heat Sources around Us

Dear student, determine which of the following pictures is a source of heat around us.



Slide 3

Boiling of Water

Dear student,

Listen from your teacher to the dialogue that takes place between Mariam and her mother, and then answer:



Mariam. Good morning mom.

Mother . Good morning, Mariam.

Mariam. What are you doing mom?

Mother . I heat up the water for lunch.

Mariam. Mom, I watched in one of the videos that what rises when water is heated, is called water vapor.

Mother . Honey, water vapor is a gaseous state of water that we cannot see, and what we see rising when water is heated is an amount of vapor that condenses into water when cooled in air.

Mariam. How can we know, Mom, what is rising ?

Mother . By bringing a metal cap to boiling water, we find liquid water on the surface of the cap.

Mariam. So, my mother, when boiling water and rising vapor, this is the highest temperature that water can reach.

Mother . Yes, No Mary, after the water reaches 100 degrees Celsius and we continue heating, the water begins to evaporate until it turns into steam.

Mariam . So, mom, evaporation and boiling happen to water.

Mother: Yes, Mariam , let's go to prepare the meal.

Mariam. Alright mom, I'm going to prepare it.

Worksheet 5

Boiling of Water

Dear student from the previous dialogue between Mariam and her mother, Deduce:

1. The misconception that Mariam had about boiling water.....

.....

2. Water happens:

Evaporation
and melting

Boiling and
evaporation

Boiling and
sublimation

Melting
and boiling

3. The temperature of the water upon boiling is.....

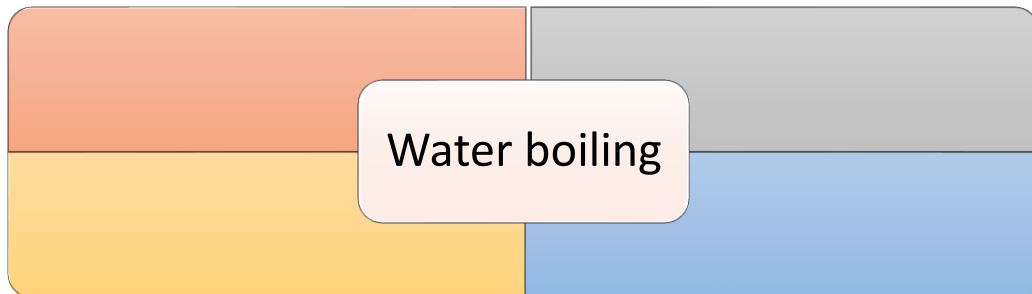
200
degrees

50
degrees

100
degrees

150
degrees

4. In light of what you have learned from the dialogue, use the simple set of words for boiling water.





Worksheet 6

Uses of Heat in our Life

Dear student: Below is a group of heat sources in the house, mention the uses of these sources by watching the video that your teacher will show.

Household gas stove	.....
Shower heater	.....
Iron for ironing clothes	.....
electric kettle	.....
microwave	.....
the heater	.....
Air conditioner	.....



Worksheet 7

Life Examples of the Uses of Heat around Us

From what you have learned about the sources of heat around us, explain the importance of the life uses of these sources.

