

My 1st Science Book

Grade One - Basic Education



National Center for Educational Research and Development



National
Textbook

New Curricula

SPECIMEN

Republic of Lebanon

Ministry of National Education, Youth and Sports

MY FIRST SCIENCE BOOK

Basic Education
Grade One

Center for Educational Research and Development



New Curricula

General Coordinator
Moustapha Yaghi

The translation into English of this book was reviewed and corrected by faculty members at the American University of Beirut.

MY FIRST SCIENCE BOOK

Basic Education
Grade One

Joseph Moukarzel (Coordinator)
Issam Abi Al Mouna
Mouhamed Rida Fadlallah
Noha Mazaraani
Nazli Aboud Seif

Center for Educational Research and Development



Educational Company

for Printing, Publishing and Distribution S.A.R.L.

Technical Preparation: Technical Team ■ CERD

Illustrations: Graphics Team ■ CERD

Production and Distribution:  **Educational Company**
for Printing, Publishing and Distribution S.A.R.L.

Printing: Al-Arz Printing Est.

© CERD 1998, Sin-EI-Fil, Lebanon, P.O.Box: 55264

All Rights Reserved for CERD

First Edition 1998 – 8th Impression 2009

... WE BUILD THROUGH EDUCATION

Four years ago, under the leadership of the Minister of National Education, Youth and Sports, the National Center for Educational Research and Development (NCERD) initiated the overall reform of the educational system in Lebanon. Today, NCERD is pleased to present the first collection of textbooks, developed in conformity with the new curricula announced by decree no. 10227, dated the 8th of May, 1997, to all those involved in the education sector.

This collection covers the first year of each of the three basic education cycles, as well as the first year of the secondary cycle. It will be followed, over the next two years, by the textbooks addressed to the remaining two years of each cycle.

The publication of these textbooks follows directly from previous steps undertaken as part of the overall effort to rebuild the educational system. The Plan for Educational Reform, the adoption of a new educational ladder, the new curricula and the new textbooks are all part of a continuous and coherent reform effort. The reform process views the education of the individual learner as a means to develop citizens capable of serving their country and self-confident adults ready to face the challenges of the twenty-first century.

Textbooks play an important role in this ambitious project because they embody the educational and civic objectives of the new curricula. In keeping with the spirit and philosophy of the new curricula, a large number of specialists who had contributed to shaping the new curricula were called upon, from both the private and the public sector, to become members of author committees. The Higher Committee for Planning and the Advisory Committee, which were created by NCERD to oversee the whole reform process, closely monitored the development of the new textbooks. In addition, NCERD sought the assistance of experts from outside Lebanon.

However, we do not claim that the textbook we present to you today is perfect, or that it does not require any revisions whatsoever. Our work is certainly far from complete. After thirty years of stagnation, it was important to act and to do so promptly. We thus considered it appropriate to view this first edition as a starting point and to subject the first collections to the classroom test. A textbook's strengths and weaknesses can really only be identified in the classroom. It is now

up to teachers and students to evaluate these new textbooks. Thanks to their collaboration, we should arrive at concrete proposals for the improvement of subsequent editions.

It should also be pointed out that textbooks have become only one of many available sources for the transfer of knowledge. Indeed, our students are confronted with a constant deluge of information from a variety of media. Consequently, it becomes imperative for students to "learn how to learn" from textbooks, as well as from other sources. This means that we must adopt new work and teaching strategies in order to transform the classroom into an interactive space between a dynamic and enterprising learner and an informed teacher. The teacher's role must lie in assisting the student to acquire knowledge and competencies, to heighten his or her critical sense and to develop teamwork and participatory skills. This is why the educational reform calls for teacher training, the establishment of a structure capable of advising teachers and providing guidance and counseling to students, and the modernization of the exam and evaluation systems to be undertaken alongside the development of new textbooks.

Our attention is now focussed on the next three years. This period will provide an experimental phase, not only for the new textbooks, but also for all the activities that have preceded or accompanied their launch. Thus, the next three years should be viewed as an evaluation phase for the overall educational system of Lebanon.

Finally, I wish to thank sincerely all those who contributed to writing, editing, designing and producing the new textbooks. We hope that our combined efforts to build the future for the children of Lebanon will contribute to the reconstruction of our country.

Beirut, July 22, 1998

President, NCERD
Mounir ABOU-ASSALI

INTRODUCTION TO TEXTBOOK

Science education is a vital force in helping all students recognize the critical importance of scientific developments in today's world and tomorrow's. This book has been designed in accordance with the newly reformed Lebanese National Science Curriculum of 1997 (Decree/ law No. 10227, dated May 8, 1997). The book has been designed for children of six years of age who are learning to read. It employs proven teaching strategies: guided and open-ended observations, small group discussions, reflective reading tasks, games, pictures, and independent long range projects with a focus on the work discussion done in class. The text is based on global education and introduces students to basic science process skills. These skills focus on observation, inferences and an introductory approach to experimentation. As the text progresses, students will master increasingly complex tasks for their age. For example, students will move from direct to open-ended inquiry, from reading and completing tables to reading and writing their information. In this way, the child observes, compares, experiments, cooperates through group work, discusses, interacts with his / her environment. Furthermore, the book emphasizes health and environmental education based on certain features found in the text.

To accomplish the general goals and objectives that have been set by the Lebanese Curriculum of 1997, a stress on a hands-on approach to learning has been adopted. Students are viewed as actively involved learners and not mere receivers of information. It is their job to discover the information and the teacher's job to help supervise and not give the information discovered. This we truly believe is the best way to learn Science.

The Authors

Using the book

Your science book consist of five themes:

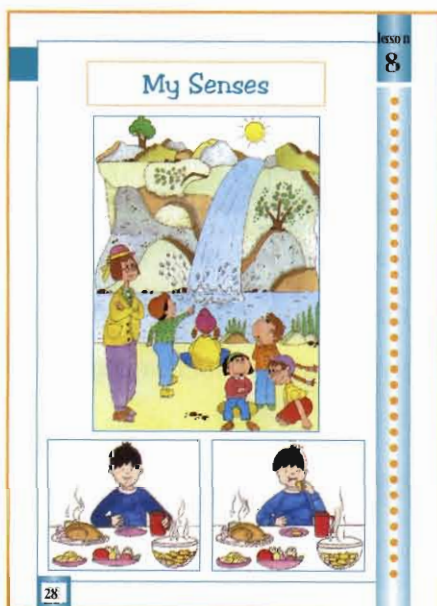
- 1- Man and His Health.
- 2- Animals and Their Habitat.
- 3- Plants and Their Habitat.
- 4- Matter and Energy.
- 5- The Earth and the Universe.

The aim of this book is to help students adopt appropriate health and environmental attitudes and behaviors, that are easily applied.

Using the book is simple. Each lesson comprises the following steps:

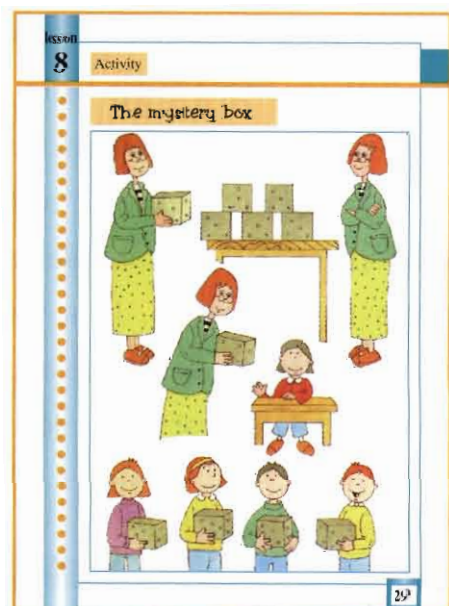
1

Free observation concerning different subjects in question.



2

Stages of the activity to be applied step by step.



3

Observation of pictures and reading a simple sentence summarizing the main idea of the lesson.

Lesson 1

Animals In My Environment

Many animals live all around us.

60

4

Observation of pictures or the performance of an activity then writing a sentence, or choosing appropriate words summarizing the main idea of the lesson.

Lesson 6

The Frog and Its Babies

The tadpole does not look like its mother, the frog.

74

5

Evaluation of students' acquisition of information mentioned through the lesson.

Two types of evaluation cards.

Evaluation of students' acquisition of some healthy and environmentally safe attitudes and behaviors.

Lesson 8

Activity Card 8

I complete the table:

30

Lesson 4

Activity Card 4

21

TABLE OF CONTENTS

First Unit: Man and His Health.

1- I Am Born.	14	13- I Take Care of My Ears.	39
2- I Grow Up.	16	14- My Tongue.	40
3- How Tall Am I?	18	15- My Nose.	42
4- Things I Need to Help Me Grow.	20	16- I Protect My Nose.	43
5- Fady the Football Player.	22	17- Grandma's Kitchen.	44
6- Keeping My Teeth Clean.	24	18- My Hands and Skin.	45
7- In the Family.	26	19- I Protect My Hands and Skin.	47
8- My Senses.	28	20- Fady in the Morning.	48
9- My Eyes.	31	21- Fady at School.	50
10- I See.	33	22- Fady Returns Home.	53
11- I Take Care of My Eyes.	35	23- Avoiding Dangers.	56
12- My Ears.	36		

Second Unit: Animals and Their Habitat.

1- Animals in My Environment.	60	6- The Frog and Its Babies.	74
2- Domestic and Wild Animals.	62	7- Baby Animals and Their Parents.	77
3- The Benefits of Some Domestic Animals.	66	8- My Kitten.	79
4- Where Do Animals Live?	68	9- What Do Little Animals Need?	82
5- The Hen and the Chicks.	72	10- Fish in the Aquarium.	86

Third Unit: Plants and Their Habitats.

1- Plants Around Us.	90	7- Development of Plants.	106
2- Plant shapes.	92	8- Plants and Water.	109
3- The Leaves.	95	9- Good Seed Sprouting.	111
4- Plant uses.	97	10- Needs of Green Plants.	113
5- Seeds of Plants.	99	11- I Care for Plants.	115
6- Soyabean Seeds.	104	12- I Am a Friend of Wild Plants.	118

Fourth Unit: Matter and Energy.

1- Light and Warmth.	122	4- The Air around Us.	131
2- Sun, Animals and People.	126	5- Objects and Running Water.	134
3- Sun and Clouds.	129		

Fifth Unit: The Earth and the Universe.

1- The Day.	138	3- The Seasons.	144
2- The Day and the Night.	141		