

An Overview:

The Egyptian educational community is seeking to achieve 2030 vision through developing education in order to reach the highest international criteria. Thus, the Egyptian schoolbooks have been manipulated and reviewed in a continuous way that copes with the universal pace to ensure the best educational future for the students, targeting advocating the basic and essential skills as well as enriching various cultural and scientific information.

The Problem Statement:

1. Has the manipulation of the curriculum, that was conducted during the school year 2018/2019, succeeded in the development of the educational process in Egypt?
2. Have the teachers been well-trained to be able to tackle the new curriculum?

The Aim of the Study:

1. Practical Examination on KG1 curriculum
2. Suggesting a number of different exercises and activities
3. Highlighting that the teacher is a facilitator of learning
4. Presenting a model lesson

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The Methodology of the Study:

1. A survey targeting at least twenty-five teachers of Kindergarten Stage and twenty-five parents too whose children go to Language Schools aiming at examining their opinion in the quality of the new curriculum.
2. A linguistic study of both Connect and Discovery books with a social and psychological perspectives
3. Presenting a sample of an appropriate teacher's guide

The Result and the Conclusion:

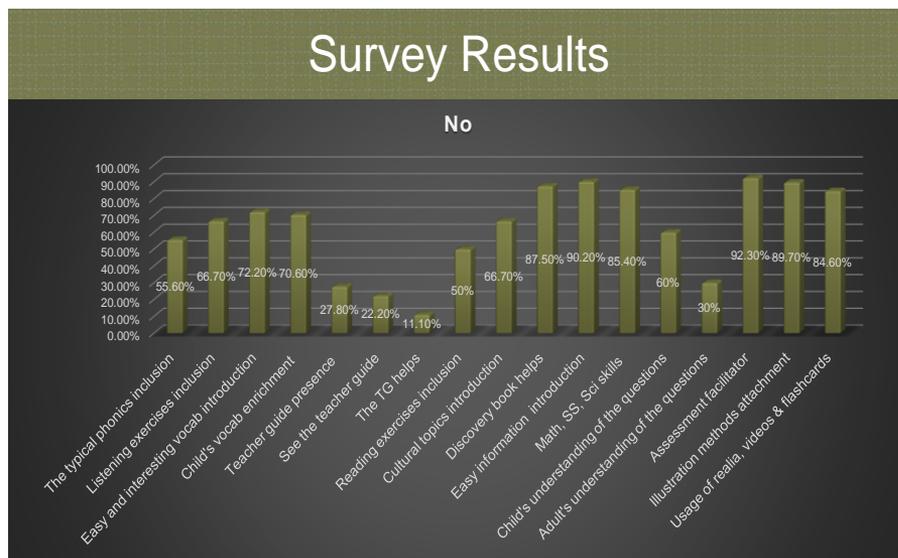
1. The Books **propose:**
2. New and multidisciplinary curriculum
3. Real-life connection
4. Variety of needed topics and skills

The Books lack:

1. The required information needed before each activity
2. The instructions; consequently, the book is an assessment book rather than an activity book
3. The organization of the sequence

Survey Results :

A No-Response



All French teachers who participated in the survey are not aware of the existence of Connect Book. They thought that Discover is the main course book for French, Math, Science, and Social Studies.

- 1) 55.60% responded that Connect does not include the typical English phonics, instead the book includes the following sounds: /h/, /m/, /b/, and /d/ which already exist in the children's first language phonics, ignoring their contrastive phonemes.
- 2) 66.70% responded that Connect does not include listening exercises, despite their presence on the Egyptian

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Knowledge Bank, which means that a very big number of teachers is not well-trained.

- 3) 72.20% responded that Connect does not include an easy and an interesting vocabulary introduction.
- 4) 70.60% responded that Connect does not provide vocabulary enrichment.
- 5) 27.80% confirmed the absence of the teacher's guide, despite its presence on the Egyptian Knowledge Bank.
- 6) 22.20% responded that they saw the teacher's guide.
- 7) 11.10% responded that the teacher's guide helps.
- 8) 56.5% responded that there are reading exercises.
- 9) 66.90% responded that there is a cultural topic introduction included in each lesson.
- 10) 87.50% responded that Discover is a helpful book.
- 11) 90.20% responded that Discover provides an easy information introduction.
- 12) 85.40% responded that Discover supports Math and Science skills.
- 13) Contrary to points 10 and 11, 60% of the children need help to understand the exercises.
- 14) 31.1% of the adults do not understand the questions.

- 15) 88.9% responded that they have not received any training to use Discover Book.
- 16) 56.7% responded that the teacher's guide does not help.
- 17) 86.4% responded that Discover does not facilitate Math, Science, and Social Studies Basics.
- 18) 90.7% responded that the book doesn't facilitate assessment.
- 19) 88.7% responded that there aren't any illustration methods or aids presented with the books. However, there are some flashcards and videos on the Egyptian Knowledge Bank.
- 20) 80% responded that they use videos, realia, flash cards, and other aids.

Four Domains of Child Development:

There are four domains that are highly recommended to be taken into consideration while designing a child's book:

1. Physical Domain:

- Gross motor skills (e.g. use of the muscles and movement).
- Practice and observe the sensory stimuli for learning.

2. Cognitive Domain:

- Their daily morning routine
- Holding adequate attention
- Remembering the events
- Capability to plan, predict, regulate and evaluate any given task experienced.

3. Social Domain:

- Social interaction and group work
- Facilitates the individual learning achieving a shared understanding (Howel et al, 1996, p. 30).

4. Adaptive Domain:

[Erik Erikson](#) calls for the "Initiative versus Guilt" Stage.

Language and the Purpose of the books

As language is one type of different cognitions, it requires our respect of designing a language book.

The books lack the fact that young children have a high sensitivity to grammar. In addition, a child needs more exposure to the input that would intrigue the child's ability to segment string of sounds; however the books lack the existence of stories for instance.

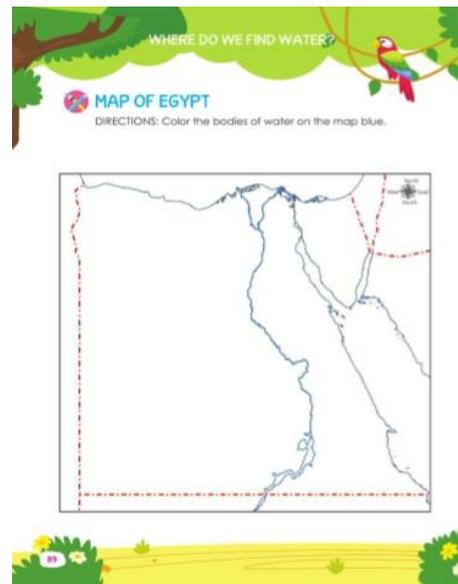
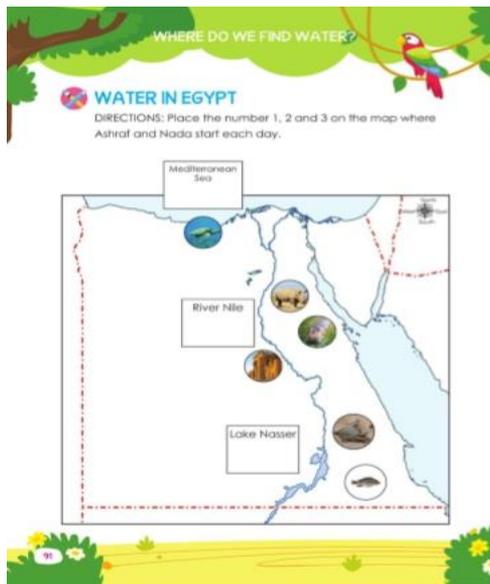
The Drawbacks of the Books

9.1 Second Language Competence

One of the recommended second language acquisition (SLA) ways is the **normal daily routine** which the books lack as well as all of the other similar methods.

This **prevents the learners from using the target language.**

Lack of Organization:



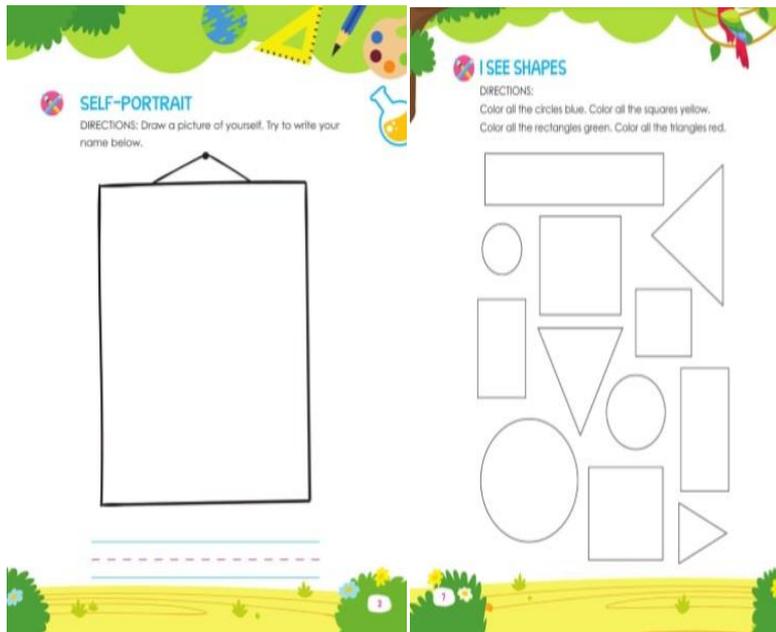
- Production precedes the presentation
- The content is complex, and it needs more time than it may appear according to the teacher's guide and the number of lessons.
- There is no compass rose introduction

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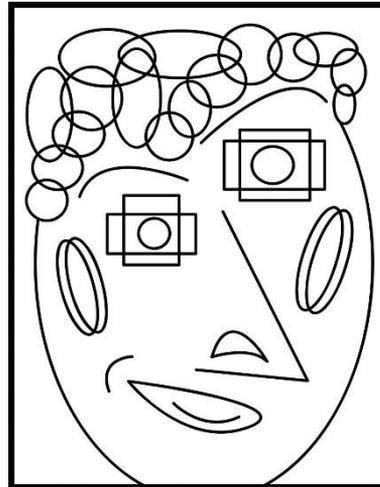
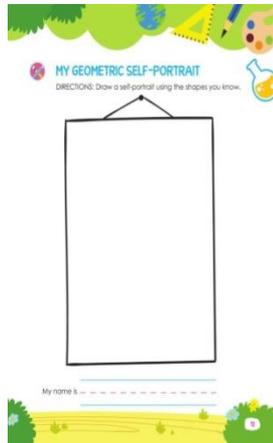
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- Sequence widening is one way of facilitating the concept of the world to the child in order to help the children realize their place in the world. However, discovery book lacks this approach and has not provided an alternative.

One page needs lots of activities and engagement:



One area of improvement in Discover is that the preparation for each activity needs more presentations, exercises and individualizing methods than it may seem to be. Before introducing shapes to the children, they should be able to draw lines, curves, and understand the concept of patterns. Children should also learn to classify shapes and different pictures into sets.

Poverty of activities and time between the pre-assessment and the formative assessment :

The image on the right side is a hypothetical production for a pupil who: first, was able to fine-tune one's finger muscles to be able to use the pencil, second, developed one's small scribbles into a meaningful drawing, third, got acquainted with at least five geometric shapes. However, the Discover does not allow any kind of geometric presentation to reach the final target.

Application of Theories

The researchers have assumed that both of the books (Connect and Discover) were not designed according to a known and/or accredited theory. However, the researchers also presume that there is a probability that the book might

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have been designed according to **Discovery Learning Theory** as it is the nearest approach to the present design.

- For Dewey (1934), the purpose of education is to provide the social conditions that support persons in having a range of experiences necessary to develop whatever capacities, interests, and desires each individual might have. Dewey believed that human beings learn through a 'hands-on' approach.
- Kuhn and Weinstock (2002) describe a process of gaining knowledge is the first way to approach acquiring information.

Behaviorism

Behaviorism (Watson, 1913; Skinner, 1936; Pavlov, 1897)

Behaviourism is a worldview that assumes a **learner is essentially passive, responding to environmental stimuli**. Behaviour and children learning is shaped through positive reinforcement or negative reinforcement as the child associates words with meaning. The most basic form is **associative learning**, i.e., making a new **association** between events in the environment. There are two forms of associative learning: **classical conditioning** (by Ivan Pavlov) and **operant conditioning**.

Cognitivism

Cognitivism (Bloom, 1956; Chomsky, 1959; Piaget, 1970)

The **cognitivist** paradigm, referring to the mind as a “black box“, uses the metaphor of the **mind as computer**: information comes in, is being processed, and leads to certain outcomes. Chomsky (1950s) states that the child could never acquire the tools needed for processing an **infinite number of sentences**. A child learns **finite number** of rules to produce infinite number of sentences. Children need to be exposed to a sufficient number of sentences in order to form phrasal chunks, in accordance with the **Critical Period Hypothesis**.

Constructivism

Constructivism (Dewey, 1960; Vygotsky, 1962)

Constructivism states that learning is an active, contextualized process of constructing knowledge rather than acquiring it (e.g. to focus not on what they knew but how they knew it). A common misunderstanding regarding constructivism is that instructors should never tell students anything directly but, instead, should always allow them to construct knowledge for themselves. This is actually confusing with the theory of knowing. Constructivism includes Schema (the concepts inside the mind), Process (assimilation when the schema fits new situations),

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Accommodation (the schema doesn't fit with the new situations), and Equilibration (balance between knowledge and application).

Humanism

Humanism (Maslow, 1954)

It focuses on the **human freedom**, dignity, and potential. A central assumption of humanism, according to Huitt (2001), is that people act with intentionality and values. In humanism, learning is **student-centred** and **personalized**, the designer focuses on the learners and begins the design process by asking what learners should be able to understand and do after the **provided instruction**.

Discovery Learning Theory

Discovery Learning Theory (Bruner, 1915)

It is an inquiry-based, constructivist learning theory that takes place in problem solving situations where the learner draws on his or her own past experience and existing knowledge to discover facts and relationships and new truths to be. However, Models that are based upon discovery learning model include: guided discovery and simulation-based. It creates cognitive overload, and may result in potential misconceptions.

Experiential Learning Theory

Experiential Learning Theory (Kolb, 1984)

A **four-stage cyclical theory** of learning, it is a holistic perspective that combines **experience, perception, cognition,** and **behaviour**. David A. Kolb believes “learning is the process whereby **knowledge is created** through the **transformation** of experience” → (assimilator, converger, accommodator, diverger)

1. Concrete experience (do)
2. Reflective observation (observe)
3. Abstract conceptualization (think)
4. Active experimentation (plan)

5. Multiple Intelligence Theory

MIT (Gardner, 1983)

The theory of multiple intelligences differentiates **human intelligence** into specific

'Modalities':

1. Visual– Spatial
2. Naturalist
3. Interpersonal
4. Intrapersonal
5. Linguistic
6. Logical–mathematical
7. Musical
7. Kinesthesia/ bodily

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Four learning styles:

- a. Reading and writing
- b. Visualizing
- c. Auditory
- d. Kinesthetic

Differentiation:

- a. Process
- b. Content
- c. Product
- d. Environment

Study's Suggestions

The Books under investigation need to include activities and exercises with consideration of:

- a) The four domains of the child's development.
- b) Multiple Intelligence
- c) Differentiation
- d) Kolb's Theory + Learning Styles
- e) Interactive Use of Technology

Teachers need to be well-trained and well-oriented; and a demo lesson to be presented by each teacher in front of a committee in order to authorize the teachers whether to teach the new curriculum or not.

11.3 An orientation session is to be given to the parents in order to explain the idea of differentiation, and that their children do not have to do each and every activity included in the books.

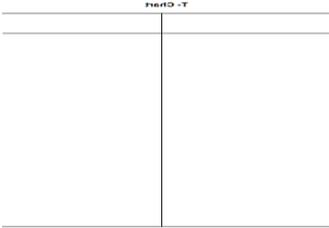
Lesson Plan Model:

Theme	Learning Objective	Activities	Resources	Notes	Ass
Who Am I?	<p>English (Writing)</p> <p>Form a letter with the correct direction (e.g. a, th)</p> <p>Reading</p> <p>Read relevant words with the related letters (e.g. a, th)</p> <p>Listening</p> <p>Identify the letter of the English contrastive alphabet (e.g. a, th)</p> <p>Recognize different words containing the same letter</p>	<p>T divides the children into groups according to their interest. T uses this song “who am I”.</p> <p>https://www.youtube.com/watch?v=enUvphpneRk</p> <p>Introduction for ‘who’ ‘activity’ ‘puppet with repetitive story’:</p> <p>(The bee flies in the garden. It finds a boy. It asks:</p> <p>A: who are you?</p> <p>The boy says: Who am I?, My name is (x)</p> <p>The bee flies in the garden. It finds a girl. It asks:</p> <p>A: who are you?</p> <p>The girl says: Who am I?, My name is (y).. etc)</p>	<p>https://www.youtube.com/watch?v=enUvphpneRk</p> <p>Prompt cards:</p> <p>Who am I?</p> <p>My name is</p>	<p>Show ‘felt’ letters</p>	<p>Teacher’s observation</p> <p>Oral production</p> <p>English</p> <p>Montessori alphabet puzzle</p> <p>Activities for tracing</p>

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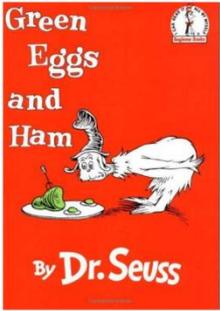
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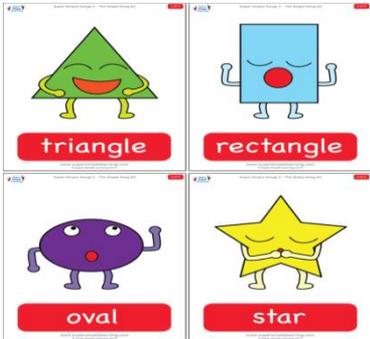
Theme	Learning Objective	Activities	Resources	Notes	Ass
	<p>Speaking</p> <p>Sound the letter of the English contrastive alphabet (e.g. /a/, /th/)</p> <p>Use of Language</p> <p>Identify the basic form of verb (be) (e.g. is in (my name is) and (what is your name?))</p> <p>Use I, my in comparison to you, your</p> <p>Identify and understand basic statements</p> <p>Ask and respond to</p>	<p>For kinesthetic learners:</p> <p>They will play a matching game for the sight words using the (Memory-Match-1) file.</p> <p>They will roll the dice for different movements and verbs (e.g. Gross Motor dice). Having a prompt card for different animals with ‘who am I?’ and “my name is x” to practice pronouncing them.</p> <p>Use this game:</p> <p>Hello, what is your name? my name is:</p> <p>http://www.english-time.eu/hry/name-game.php?zpet=teacher</p> <p>Focusing on demonstratives (this) and (that).</p>	<p>Prompt cards:</p> <p>My, your, this</p>	<p>learners use to write names [capital s and lower case]</p> <p>Possibly prepare cards with learner names written on them</p>	<p>Teacher’s observations</p> <p>Oral production</p> <p>Math</p> <p>Draw the face using the shapes</p> <p>Science</p>

Theme	Learning Objective	Activities	Resources	Notes	Ass
	<p>yes/no questions</p> <p>Use demonstrative pronouns e.g. this</p> <p>Math</p> <p>Number</p> <p>Identify numbers from 1–5</p> <p>Geometry</p> <p>Sort common 2D shapes (e.g. circles, squares, rectangles and triangles)</p> <p>Trace the names and the shapes of such 2D shapes</p>	<p>T can use “My Face” story integrating the use of Language while reading. T can use one of the T-chart Graphic organizers sorting the words with (this) and (that):</p> <div style="text-align: center;">  </div> <p>Listening to the question ‘what’s your/ his/ her name y? and answering</p> <p>Role plan:</p> <p>Read with the children “Green Eggs and Ham”, Dr.Suess</p>		<p>Possible display opportunity</p>	<p>Outdoors</p> <p>SS</p> <p>Putting things in a 3D maquette (e.g. boy, car, bus, home, school, street)</p>

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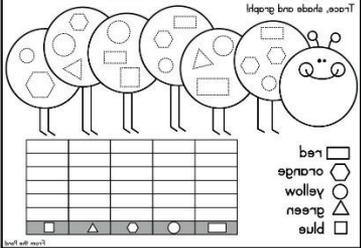
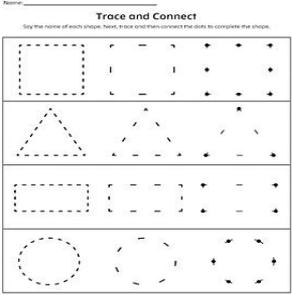
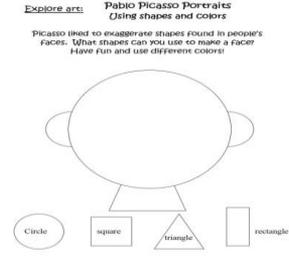
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Theme	Learning Objective	Activities	Resources	Notes	Ass
	<p>Measure</p> <p>Compare lengths of squares and rectangle using their foot as a measurement tool</p> <p>Problem Solving</p> <p>Use shapes to explore shapes in drawing</p> <p>Science</p> <p>Scientific enquiry</p> <p>Follow the scientific method stages through observation using their senses</p>	 <p>Bridging with math through geometric self-portrait:</p> <p>They need to start with different activities:</p> <p>As a warm up:</p> <p>T uses this video:</p> <p>https://www.youtube.com/watch?v=OoqdgikeoXA</p> <p>T uses flashcards and signs for checking understanding (e.g. put your hands over your nose if wrong, and on your head it correct).</p>			

Theme	Learning Objective	Activities	Resources	Notes	Ass
	<p>Biology</p> <p>Explore how senses enable humans and animals to be aware of the world around them</p> <p>Chemistry</p> <p>Use senses to explore and talk about different material</p> <p>Physics</p> <p>Identify many sources of sound</p> <p>Social Studies</p> <p>Place</p>	 <p>Word Wall activity: T having prompts cards for names and shapes, SS go in haunt to try to find the word and the correct shape.</p>  <p>Afterwards, according to Sts interest, they would choose one of these two worksheets:</p>			

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Theme	Learning Objective	Activities	Resources	Notes	Ass
	<p>Describe where the child lives (e.g. in a home with persons..etc.)</p> <p>Location</p> <p>Identify his/her place regarding the community</p> <p>Movement</p> <p>Identify their basic transportation they use everyday</p> <p>Human/Environment Interaction</p> <p>Identify main</p>	 <p>Then, they will practice using the shapes to form the details of this face.</p>  <p>Then, they will practice using the shapes to form the details of this face.</p>  <p>Assessment, use p. 2 in the book to write their names</p>			

Theme	Learning Objective	Activities	Resources	Notes	Ass
	directions (e.g. north and south)	<p>and drawing their faces with this song as a background:</p> <p>https://www.youtube.com/watch?v=WTeqUejf3D0</p>  <p>For the second lesson, T brings real fruit to name them,</p> <p>Activity: all the class will be digging or searching for the fruits that they love, fast finishers will be given different materials “pasta, rice, seeds, stones... etc.” to write the first letter of their favorite fruit.</p> <p>Assessment:</p>			

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Theme	Learning Objective	Activities	Resources	Notes	Ass
		<p>Inside the class, Sts go in a haunt find fruit:</p> <p>Do a role play activity (e.g. I am a banana, my color is yellow, I am tall), or</p> <p>Draw and color their favorite fruit</p>			

Recommended Online Websites

1. <https://www.abcya.com/grades/k>
2. <https://www.starfall.com/h/>
3. https://www.ixl.com/?partner=google&campaign=1295&adGroup=IXL+-+URL+-+General&gclid=Cj0KCQjwhuvIBRCeARIsAM720HqYftTcwBpNn9eadiCFVP5DQu9j6Ku7Mv64y3DTtHJfpZwkHb089eQaAhUhEALw_wcB
4. <http://www.sheppardsoftware.com/>
5. <https://www.turtlediary.com/>
6. <https://www.mathplayground.com/>
7. <http://www.eslgamesworld.com/members/games/index.html>
8. <http://interactivesites.weebly.com/>
9. <https://www.adaptedmind.com/gradelist.php?grade=4>
10. <https://www.education.com/games/>
11. <https://www.learninggamesforkids.com/>
12. <https://www.quia.com/>