

# ALPHA K Math



Aligned to CCSS



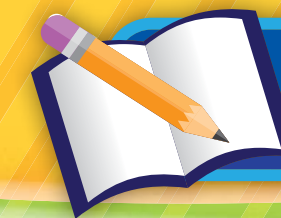
**ALPHA PUBLISHING** believes that children and adults have the right to a quality education. Continuous learning is the best means of improving the lives of individuals and enhancing the standards and quality of our communities.

Our mission is to provide educational materials and courses across the Middle East and Africa that meet international standards while also reflecting and incorporating the cultures and traditions of the region.

Our dedicated publishing teams are mindful of the different types of learners who come from various national and cultural backgrounds. Our publishing strategy is set on the very motto: 'we are in the region, for the region'. Coupled with the latest technology and innovative learning and teaching tools, we pay the utmost attention to the delivery of globally recognized and culturally appropriate content.

We cater for curriculums following English Language Arts; US- Next Generation Science Standards and Common Core State Standards.

## OUR ALPHA TITLES



## PROGRAM HIGHLIGHTS

### PHILOSOPHY

Math is a concept children start to learn before they ever enter the classroom. They become familiar with the basic mathematical ideas, such as "less & more", "addition & subtraction" through play and daily life.

Alpha Kindergarten Math understands that while children cannot utilize the exact mathematically correct terminology and speak math fluently, they possess an awareness of the basic concepts. Alpha K Math contains colorful illustrations, stories and engaging, easy-to-do exercises guiding children to easily transition from images and concepts to symbols and numbers.

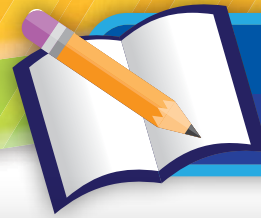
### Key Features:

- Each math domain contains its own volume. Teachers can choose which area to cover first, allowing flexibility and the opportunity to connect math instruction to themes and other subject areas.
- The wide variety of math cards encourage the idea of the interactive classroom and enriched learning experience.
- Home-school connection is supported by exercises and tips encouraging parental involvement.
- The Teacher Guide is scaffolded with step-by-step instructions enabling teachers to gradually introduce concepts and plan lessons with ease.

### Program Components







# STUDENT BOOK

## Big or Small, Short or Tall?

**Common Core State Standards**

**Measurement and Data**

**K.MD.A.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

**K.MD.A.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**Standards for Mathematical Practice**

**MP1** Make sense of problems and persevere in solving them.

**MP2** Reason abstractly and quantitatively.

**MP3** Construct viable arguments and critique the reasoning of others.

**MP4** Model with mathematics.

**MP5** Use appropriate tools strategically.

**MP6** Attend to precision.

**MP7** Look for and make use of structure.

**MP8** Look for and express regularity in repeated reasoning.

Big or Small, Short or Tall?

## Unit Opener

Organize your thoughts and get ready to learn something new - Each chapter opens with the corresponding Common Core Math standards. The list of practices allow learners to realize they are starting on a new topic and provide an introductory discussion point for the teacher and the class.

## Home Connection

School to Home letters let parents know what their children will be learning in the upcoming chapter. This creates the opportunity for out of school engagement with the mathematical concept and an enriched, real-life learning experience.

The new math vocabulary words are listed separately so children are aware of what new words they will learn. This in turn promotes the idea of the interactive classroom and developing math literacy and fluency through asking questions and investigating ideas.

## School-Home Connection

Dear Family,

Today, I start learning about number names, counting in sequence, and comparing numbers from 6 to 10.

Let's learn how to count from 6 to 10!

**New Words**

I will learn these math concepts:

1. 6 six 7 seven

2. 8 eight 9 nine

3. 8 eight 9 nine 10 ten

4. > more than < less than = equal to

Chapter 2: Learning Numbers 6 to 10

## The Ants and the 100 Chart

Fred and Max are ants. One day, while busy with their work, they find something.

"What is this paper with all the numbers?" asks Max.

"Wow!" exclaims Fred, "The numbers go all the way to 100."

Chapter 1: Learning Numbers 11 and More

## Math Story

The math story introduces the chapter concept in a fun and engaging way that children can relate to. The wording and sequencing within the story builds on familiar concepts and places the new math vocabulary words into a natural and familiar context.

## Above and Below

**Let's Learn Together**

**Guide Me**

1. Trace the circle around the flower that is above the bee. Trace the x on the flower below the bee.

2. Circle the butterfly above the leaf. Put an x on the butterfly below the leaf.

3. Circle the butterfly above the leaf. Put an x on the butterfly below the leaf.

Chapter 3: Where Is It?

## Let's Practice

**Problem Solving**

Count the sailboats and poles in the picture. Circle the correct number for each thing.

3 4

3 4

Chapter 1: Learning Numbers 0 to 5

## Let's Learn Together

Lessons are divided into easy to manage activities that gradually increase in complexity and encourage active involvement throughout. The exercises guide the students through the lessons in a structured and easy to follow manner. The idea of the interactive classroom is further supported by the use of flashcards, encouraging students to utilize the new math vocabulary and internalize the new concept through group discussions. By the end of the group lessons students will be able to engage with the content independently.

## Stop & Check

These mid-point formative assessments are a series of short, fun, non-threatening activities. Their primary goal is to enable the teacher to gauge what the children have retained so far and use the information to adjust the remainder of the lesson to the needs of individual learners and the class as a whole.

## Stop and Check

Child colors the squares green and the circles orange.

Child colors the circles red and the squares blue.

Chapter 1: Two-Dimensional Shapes

## Chapter Test

1. Show what you know!

2. Draw an X on the bird that is inside the birdhouse. Draw a circle around the bird that is outside the birdhouse.

3. Draw an X on the hat that is next to the octopus. Draw a circle around the hat that is far away from the octopus.

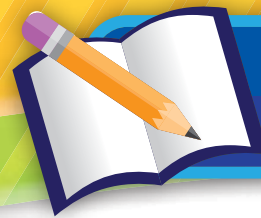
4. Draw an X on the boy who is inside the bus. Draw a circle around the boy who is outside the bus.

Chapter 3: Positions

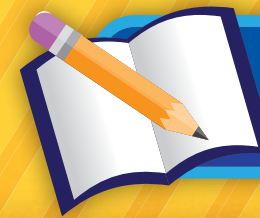
## Chapter Test

The bright and colorful end-of-chapter formative assessments are fun for the children and provide a checklist for the teacher to assess the individual student and ascertain if the learning outcomes have been achieved.





# PRACTICE BOOK



# TEACHER GUIDE

## Standards & Alignment

Concepts covered in this chapter are aligned with the CCSS, including objectives and learning outcomes.

The student book illustrations are linked to suggestions and step by step instructions in the Teacher Guide on how to engage the class with the upcoming mathematical concept.

The suggestions of Math and Reading connections for teachers are structured to promote math literacy.

**Chapter 2 Learning Numbers 6 to 10**

**INTRODUCTION**  
Children will learn about numbers 6 through 10. The chapter first focuses on 6 to 10, and then compares numbers in Lesson 4.

**USING THE PICTURE**  
Have children look at the picture and touch each number. Ask: if they know the name of each number. Have them touch each number again and count to 10.

**Common Core State Standards**

**Counting and Cardinality**

- K.CC.1 Count to 10 by ones and by tens.
- K.CC.2 Write numbers from 1 to 10. Represent a number of objects with written numerals.
- K.CC.3 Understand the relationship between numbers and quantities. Connect counting to cardinality.
- K.CC.4 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group. (Limited to counting to 10.)

**Math and Reading**

Counting words are important for both mathematics and general reading skills. This chapter provides children the opportunity to expand their vocabulary of counting and comparing numbers as they learn. Encourage children to use full sentences when answering questions related to counting and comparing. For example, instead of saying "children named 'seven' after counting seven blocks, have them say things like "There are seven blocks. Seven is equal to seven."

**Standards for Mathematical Practice**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## Chapter Overview

Chapter overview provides the list of materials needed and the key features for each lesson throughout the chapter. Teachers have a snapshot of corresponding standards, domains, objectives and the vocabulary covered in each lesson, making advance planning and lesson preparation easy.

The illustrated vocabulary words are introduced with colorful pictures within a literary context allowing both

**Chapter 2 Overview**

Lesson	CCSS	Domain	Objectives	Vocabulary	Materials										
Lesson 1 Numbers 6 and 7	K.CC.1 K.CC.2 K.CC.3	Counting and Cardinality	• Count to 10 by ones and by tens. • Count forward beginning from a given number within the known sequence (limited to counting to 10). • Write numbers from 1 to 10. Represent a number of objects with a written numeral (limited to writing to begin at 1). <tr><td>Lesson 2 Numbers 8, 9, and 10</td><td>K.CC.1 K.CC.2 K.CC.3</td><td>Counting and Cardinality</td><td>• Count to 10 by ones and by tens. • Count forward beginning from a given number within the known sequence (limited to counting to 10). • Write numbers from 1 to 10. Represent a number of objects with a written numeral (limited to writing to begin at 1).<tr><td>Lesson 3 Numbers 6, 7, and 10</td><td>K.CC.1 K.CC.2 K.CC.3</td><td>Counting and Cardinality</td><td>• Count to 10 by ones and by tens. • Count forward beginning from a given number within the known sequence (limited to counting to 10). • Write numbers from 1 to 10. Represent a number of objects with a written numeral (limited to writing to begin at 1).<tr><td>Lesson 4 Compare Numbers 6 through 10</td><td>K.CC.6 K.CC.7</td><td>Counting and Cardinality</td><td>• Compare two groups of objects (one group has more than, less than, or the same as the other group) up to 10 objects. (Limited to counting to 10.)</td></tr></td></tr></td></tr>	Lesson 2 Numbers 8, 9, and 10	K.CC.1 K.CC.2 K.CC.3	Counting and Cardinality	• Count to 10 by ones and by tens. • Count forward beginning from a given number within the known sequence (limited to counting to 10). • Write numbers from 1 to 10. Represent a number of objects with a written numeral (limited to writing to begin at 1). <tr><td>Lesson 3 Numbers 6, 7, and 10</td><td>K.CC.1 K.CC.2 K.CC.3</td><td>Counting and Cardinality</td><td>• Count to 10 by ones and by tens. • Count forward beginning from a given number within the known sequence (limited to counting to 10). • Write numbers from 1 to 10. Represent a number of objects with a written numeral (limited to writing to begin at 1).<tr><td>Lesson 4 Compare Numbers 6 through 10</td><td>K.CC.6 K.CC.7</td><td>Counting and Cardinality</td><td>• Compare two groups of objects (one group has more than, less than, or the same as the other group) up to 10 objects. (Limited to counting to 10.)</td></tr></td></tr>	Lesson 3 Numbers 6, 7, and 10	K.CC.1 K.CC.2 K.CC.3	Counting and Cardinality	• Count to 10 by ones and by tens. • Count forward beginning from a given number within the known sequence (limited to counting to 10). • Write numbers from 1 to 10. Represent a number of objects with a written numeral (limited to writing to begin at 1). <tr><td>Lesson 4 Compare Numbers 6 through 10</td><td>K.CC.6 K.CC.7</td><td>Counting and Cardinality</td><td>• Compare two groups of objects (one group has more than, less than, or the same as the other group) up to 10 objects. (Limited to counting to 10.)</td></tr>	Lesson 4 Compare Numbers 6 through 10	K.CC.6 K.CC.7	Counting and Cardinality	• Compare two groups of objects (one group has more than, less than, or the same as the other group) up to 10 objects. (Limited to counting to 10.)
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**Chapter Text**

**Lesson 1**  
Numbers 6 and 7

**Lesson 2**  
Numbers 8, 9, and 10

**Lesson 3**  
Numbers 6, 7, and 10

**Lesson 4**  
Compare Numbers 6 through 10

**Vocabulary in Use Cards**

- There are **six** puppies on the lawn.
- There are **nine** cows by the fence.
- The mother duck has **eight** ducklings.
- The boy has **nine** crayons.
- I can count **ten** coins.
- The first boy has **more** cars than the second boy.
- The first pitcher has **less** orange juice than the second pitcher.
- The number of flowers in the first vase is **equal to** the number of flowers in the second vase.

## Lesson Plan

Each student book activity is accompanied with step by step, scaffolded teacher instructions, the list of materials needed, and objectives to be fulfilled.

ELL activities are provided to help children who need additional language support.

**Lesson 1 Numbers 6 and 7**

**Let's Learn Together**

1. Look at the picture. Count the butterflies. Say six. Write the number 6.

2. Look at the picture. Count the butterflies. Say seven. Write the number 7.

**Guide Me**

1. **CONCEPT GOALS**  
Children should be able to use things to represent 6 and 7.

2. **STARTER**  
Put a small box on a table. Provide children with six erasers, ten sharpeners, six blocks, and seven children to play on the box. Ask: How many things are on the box? Repeat the same with seven things.

3. **BLANKETWORK**  
Display Student Book page 10. Have children look at the first picture.

4. **ACTIVE INVOLVEMENT**  
Ask: How many things are on the box? Repeat the same with seven things.

**ELL Activities**

**ELL Activity 1**  
Use the first picture. Count the butterflies. Say six. Write the number 6.

**ELL Activity 2**  
Use the second picture. Count the butterflies. Say seven. Write the number 7.

**ELL Activity 3**  
Use the third picture. Count the butterflies. Say six. Write the number 6.

**ELL Activity 4**  
Use the fourth picture. Count the butterflies. Say seven. Write the number 7.

**ELL Activity 5**  
Use the fifth picture. Count the butterflies. Say six. Write the number 6.

**ELL Activity 6**  
Use the sixth picture. Count the butterflies. Say seven. Write the number 7.

**ELL Activity 7**  
Use the seventh picture. Count the butterflies. Say six. Write the number 6.

**ELL Activity 8**  
Use the eighth picture. Count the butterflies. Say seven. Write the number 7.

**ELL Activity 9**  
Use the ninth picture. Count the butterflies. Say six. Write the number 6.

**ELL Activity 10**  
Use the tenth picture. Count the butterflies. Say seven. Write the number 7.

**3 Numbers 8, 9, and 10**

**Let's Learn Together**

1. Look at the picture. Count the crayons. Say eight. Write the number 8.

2. Look at the picture. Count the erasers. Say nine. Write the number 9.

3. Look at the picture. Count the marbles. Say ten. Write the number 10.

**Guide Me**

1. Look at the picture. Count the crayons. Say eight. Write the number 8.

2. Look at the picture. Count the erasers. Say nine. Write the number 9.

3. Look at the picture. Count the marbles. Say ten. Write the number 10.

**Practice CC 2-3**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Numbers 8, 9, and 10**

Count. Color the circles behind the caterpillar's head to match the number.

8 eight  
9 nine  
10 ten

**Practice CC 2-3**

Name \_\_\_\_\_ Date \_\_\_\_\_

Count the animals. Circle the correct number.

8 9 10

9 10 8

10 8 9

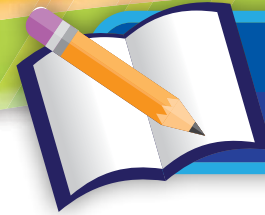
CC Chapter 2, Lesson 3



## Lesson Connection

Each lesson is accompanied by extended, independent activities that children can complete independently or as homework. The easy to follow and fun practices enhance the concepts learnt during the lesson and allow the children to explore the new ideas at their own pace.





# FLASH CARDS

## Activity Cards

The differentiated Anchor Activity Cards provide teachers with a collection of activities that can be implemented in a differentiated classroom. The Multiple Intelligence Activities contain various ideas to support and engage children with different learning styles. The Exit Activities allow teachers to bring the lesson to a close with a fun activity while assessing how much have the children retained from the concepts covered.

### Exit Activities

#### Exit Card CC Learning Numbers 0 to 5 1.1 Numbers 1 and 2

- Write numbers 1 and 2 on the board.
- Point to 1 and have children hold up a finger to match.
- Point to 2 and have children hold up two fingers to match.
- With the class count from 1 to 2 and hold up fingers to match.

### Multiple Intelligence Activities

#### Multiple Intelligence CC Learning Numbers 0 to 5 1.1 Numbers 1 and 2

Verbal	Divide children into groups. Provide each group with picture cards that show one or two things (e.g., cats, cars, balls). Have children count the things, and then say the number.
Logical	Put number cards 1 and 2 facedown on a table. Provide each child with two counters. Have children turn one number card faceup, read the number, and show the correct number of counters according to the number shown.
Visual	Display a picture of a park with one or two things (e.g., seesaws, swings, slides, trees, children, balls). Ask children how many swings they see. Have them look, count, and say how many. Repeat with other things.
Bodily Kinesthetic	Spread some buttons with one and two holes on a table. Put two plastic bowls labeled 1 and 2 on the table. Have children count the holes on each button, put the buttons with one hole inside the plastic bowl labeled 1, and the buttons with two holes inside the plastic bowl labeled 2.
Musical	Have children demonstrate a count of 1 with one clap. Have them say one as they clap. Have children demonstrate 2 with two claps. Have them say two as they clap.
Naturalist	Provide children with different kinds of fruit (e.g., apples, oranges, peaches, bananas, dates). Place two baskets labeled 1 and 2 on a table. Have children read the number on each basket, and put the correct number of fruit inside it.
Interpersonal (People Smart)	Provide children with a picture of one thing and a picture of two things. Have children count the things and say the number. Then, have children find one or two things in the classroom and name them.
Intrapersonal (Self Smart)	Provide children with two boxes labeled 1 and 2. Spread three things on a table (e.g., counters). Ask each child to read the number on each box and put the correct number of counters inside each box. Repeat with other things.

### Anchor Activities

#### Differentiated Anchor Activity OA We Are Adding! 1.1 Putting Together

##### Beginning Level

Materials: number cards 1 to 5, counters

- Have children pick a number card and identify it. Have children use the counters to count the number on the number card.
- Then, have children pick another number card, and use the counters to count the number on the number card.
- Put the counters together and have children count them to see how many there are in all.

## Concept Cards

### Daily Routine Flash Cards



### Generic Flash Cards



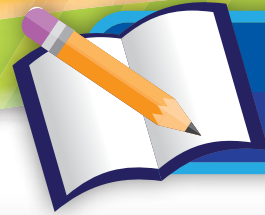
### Exit Card



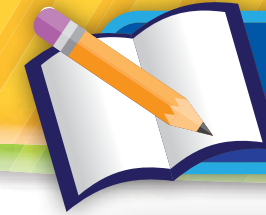
### Illustrated Number Cards







## Year In Review



## eAlpha

### Common Core State Standards Kindergarten continued

#### Geometry

**K.G.A** Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

- ▶ **K.G.A.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
- ▶ **K.G.A.2** Correctly name shapes regardless of their orientations or overall size.
- ▶ **K.G.A.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

**K.G.B** Analyze, compare, create, and compose shapes.

- ▶ **K.G.B.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
- ▶ **K.G.B.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- ▶ **K.G.B.6** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

#### Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

T4 Common Core State Standards Kindergarten

### CCSS

A set of Common Core Math Standards are provided as easy-access reference.

### Scope and Sequence Numbers 0 through 10

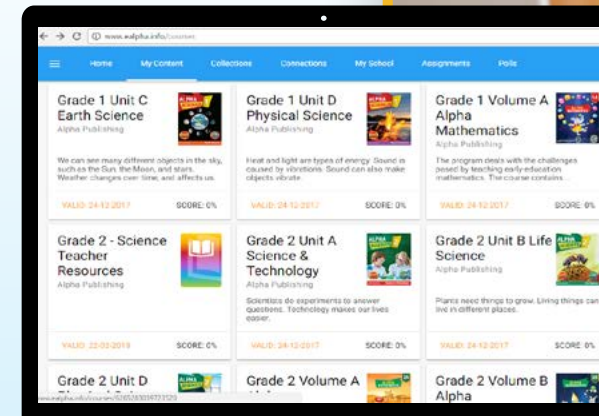
Domain: Counting and Cardinality

Cluster	Standard	K1	K2
K.CC.A Know number names and the count sequence.	K.CC.A.1 Count to 100 by ones and by tens.		
	K.CC.A.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).		
	K.CC.A.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).		
K.CC.B Count to tell the number of objects.	K.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.		
	K.CC.B.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.		
	K.CC.B.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.		
	K.CC.B.4c Understand that each successive number name refers to a quantity that is one larger.		
	K.CC.B.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.		
K.CC.C Compare Numbers	K.CC.C.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.		
	K.CC.C.7 Compare two numbers between 1 and 10 presented as written numerals.		

Scope and Sequence Numbers 0 through 10 T5

### Scope & Sequence

The Scope & Sequence depicts the gradual progression of concepts and standards of the domain throughout the grades and tracks the increase in difficulty.



eAlpha connects students and teachers, offering them a collaborative, interactive, and mobile learning environment that impacts every aspect of education.



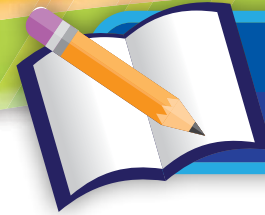
eAlpha is an offline extension to eAlpha eLearning Platform enabling users to work with interactive content on any of their devices in an offline environment.



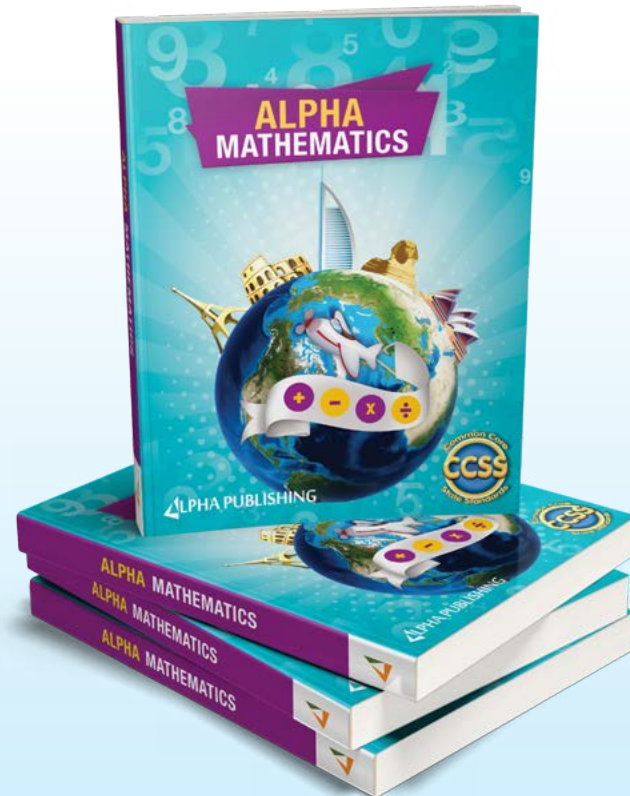
eAlpha Instructor offers a simplified and easy to use content creation authoring tool together with the capability to create structured content repositories. Instructor enables users to create highly interactive, multiplatform educational content, publish it in its own public or private repository or export it as a SCORM package to use in any SCORM compliant eLearning platform.







## The Alpha Series



### ALPHA MATH (G1-5)

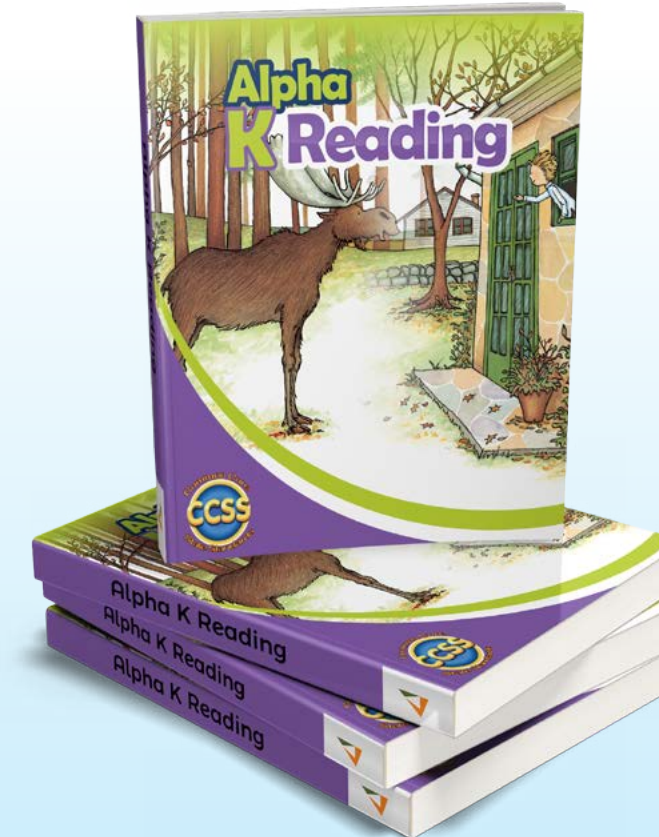
Alpha Math understands there is more than one way to reach a solution and that success comes from practice. Our Math program provides multiple learning strategies leading to in-depth understanding through hands-on activities, encouraging students to think, analyze and reason.

Alpha Math promotes the importance of mathematical literacy and differentiated learning. Teachers can personalize the approach to each student, taking into account the most effective ways individual students learn and the various resources such as Multiple Intelligence Math activities, Differentiated Practices, and Multiple Mathematical Strategies.

### ALPHA SCIENCE (G1-5)

Alpha Science is built on and follows The Next Generation Science Standards. NGSS embraces the idea that we are living at the speed of Science and in a World where scientific literacy is essential. Alpha Science reflects this fundamental philosophy and provides room not just for academic excellence but for personal achievement and collaborative learning too. We understand that the context for learning is as important as the scientific concepts covered for developing a broader understanding of the modern World.

Alpha Science supports and encourages inquiry based learning and helps students develop the scientific and engineering investigation and problem solving techniques essential for high school, college and beyond.



### ALPHA K READING

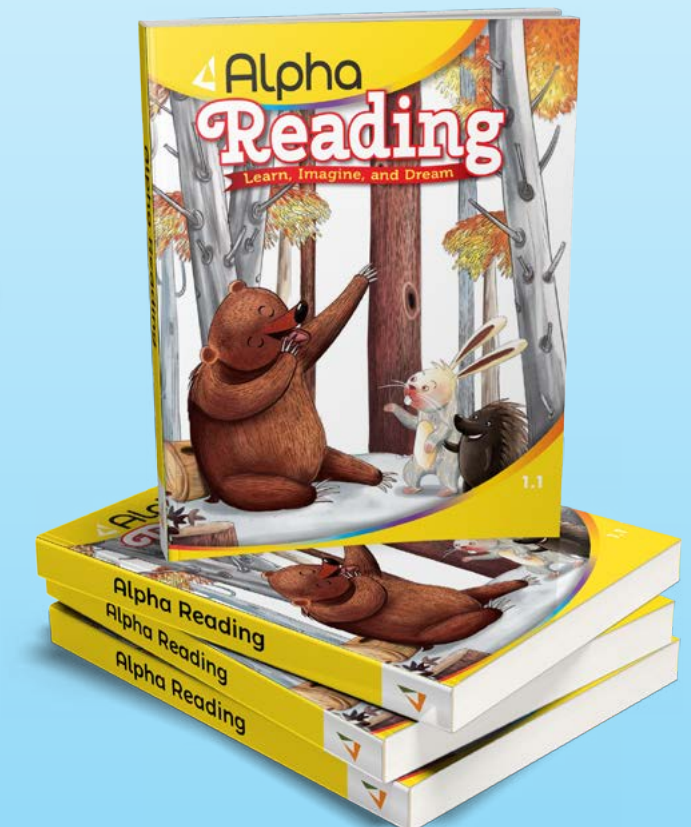
Children learn the foundational skills of reading and begin to understand the relationship between written and spoken language during their first year in Kindergarten. They learn how sounds & phonics relate; how blending those components will create words and from those words form sentences.

The Alpha KG Reading Program understands the importance of engaging children with the art of reading and setting them up for a lifelong love of literature. Alpha KG Reading follows a carefully integrated, multimodal approach for introducing language art skills and guiding students towards acquiring mastery of the English language.

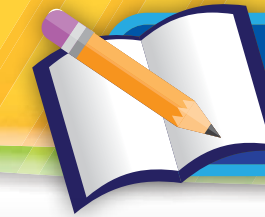
### ALPHA READING (G 1-5)

Alpha Reading (G1-5) is a comprehensive program designed to provide solid foundational skills while inspiring young students to a life-long joy of reading. The Program follows the Common Core State Standards and incorporates proven Reading/Language Arts instructional methods.

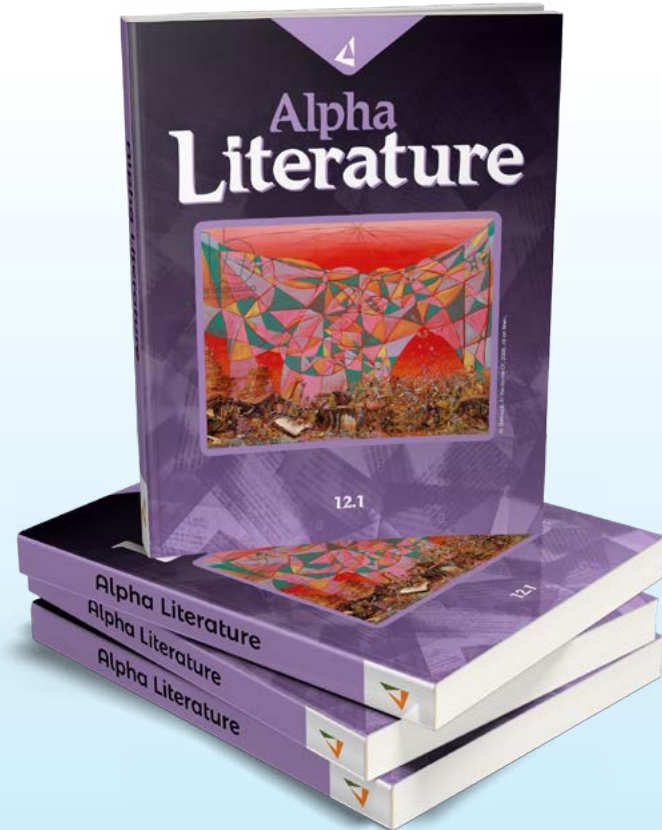
Incorporating both contemporary and time-tested literature, along with brand-new high-interest selections, Alpha Reading 1-5 offers an array of opportunities for engaging and informing readers. The use of authentic literature supports students' cultural awareness and promotes instruction across the curriculum.







## PROFESSIONAL DEVELOPMENT



### ALPHA LITERATURE (G 6-12)

Alpha Literature provides up-to-date pedagogy and instruction in English Language Arts (ELA) with a focus on Literature and Informational Texts. The program follows the Common Core State Standards (CCSS) for English Language Arts and Literacy.

The Literature Selections feature award-winning authors from around the world with a vast array of classic and contemporary literature in a variety of genres illustrated with visually appealing photography, artworks, and images of fine art.

The Alpha Literature textbooks are divided into thematic units, containing a Performance Task, so that students can gain proficiency in all of the Common Core Standards: Reading Standards for Literature and Informational Texts; Writing Standards; Language Standards (including Vocabulary); Speaking and Listening Standards.



Alpha Publishing believes teacher support is one of the key success factors for better learning and teaching outcomes. Our experienced and dedicated consultants and teacher trainers offer support and training services to individual teachers and institutions.

We provide continuous program support and professional development for teachers and institutions, to assist them in enhancing learning and teaching in classrooms.

Smart Education, is working in partnership with KDSL Global an education company focused on providing professional development to American curriculum educators in the MENA region. KDSL Global was founded by Kevin Simpson, who brings more than 25 years of experience in the field of education.





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