

Islamic Educational College

Jabal Amman / Al-Jubeiha

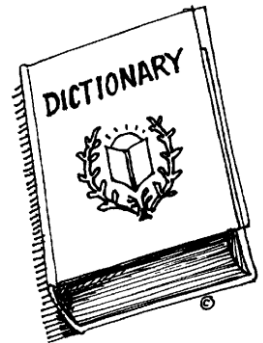
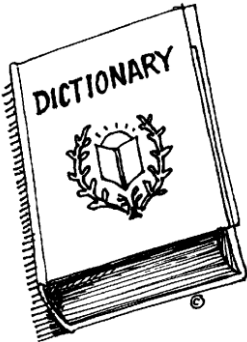


Grade Three

Booklet

First Semester

2025-2026



Islamic Educational College

Jabal Amman / Al-Jubeiha



The Rabbit and The Lion





English
Department

Name:

Grade: Three ()

Vocabulary (Keywords & Academic words)

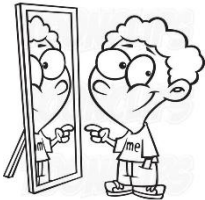
Outcomes:

Students should be able to recognize and identify the new vocabulary.

Q.1: Match the following vocabulary words to their meanings:

- | | |
|---------------|---|
| 1- reflection | the last meal of the day (3) |
| 2- roars | a hole in the ground with water in it (4) |
| 3- dinner | to yell a loud, deep cry (2) |
| 4- well | a mirror image of something (1) |

Q.2: Write the word that resembles each picture:



reflection



roars



well



dinner

Q.3: Find the Key Word from the box that completes each sentence. Write the word.

1. We dug a **well** to find water.
2. A dog barks, but a lion **roars**.
3. When you look in the mirror you see your **reflection**.
4. We eat **dinner** at six o'clock in the evening

dinner
well
roars
reflection

Q.4: Read each sentence. Write TRUE or FALSE:

1. It is easy to identify someone in the dark. **false**
2. It is good to focus in class. **true**
3. My glasses help me focus better. **true**
4. You can identify an animal by its paw prints. **true**

Q.5: Answer the questions.

1. What helps you focus in class?

What helps me focus in class is being quiet, listening carefully, and paying attention to my teacher.

2. How can you identify a bird? Name two ways?

You can identify a bird by looking at its feathers and by listening to its sound.

Q.6: Critical thinking question:

Why do you think a lion's roar is so loud? Besides scaring animals, what else could a lion's roar be used for in the wild? Search for your answer.

A lion's roar is loud so it can travel far. Besides scaring animals, lions use their roar to mark their territory and to communicate with other lions in their pride.



**English
Department**

Name:

Grade: Three ()

Phonics (Long Vowel Pairs)

Outcomes:

Students should be able to recognize and identify the sound of Long Vowel Pairs.

Q.1: List the words that have the long o sound. List the words that have the long u sound:

suit / true / foam / fruit / soak / road / fuel / roar / toe / clue

Long o sound	Long u sound
foam/soak/road/roar/toe	suit/true/fruit/fuel/clue

Q.2: Read the following passage and extract:

Joe wakes up every morning on Tuesdays. He wears his black suit. He eats a loaf of bread and a fruit for breakfast.

1. Long u sound word: **suit, fruit**
2. Long o sound word: **loaf, Joe**

Q.3: Color the long a sound words with blue.

Color the long e sound words with red.

Color the long i sound words with green.

tried	speak	stay	steam	cheese
please	pain	teeth	die	wait
train	pie	teach	today	geese
cried	feet	paint	fried	tray

Q.3: List the words that have the long a sound, long e sound and long i sound:

seek / jail / flies / weak / night / tie / cheat / play / mail

Long a sound	Long e sound	Long i sound
jail	seek	flies
play	weak	night
mail	cheat	tie

Q.4: Use the correct vowel pair in each word.



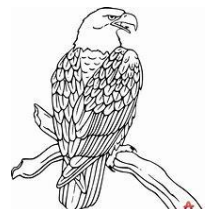
s n a i l



q u e e n



p a y



e a g l e

Q.5: Unscramble the letters to write a word that has a long o or long u sound. Then circle the letters that spell the long vowel sound.

1. t b a o → boat

2. r i u f t → fruit

3. e c u l → clue

4. o t e → toe

Q.6: Use a vowel pair to make a word with the long vowel sound.

1. n ee d

4. t oe

2. l ay

5. t r ai n

3. c l ue

6. n igh t

Q.7: Critical thinking question:

Why do you think some words use "ai" (like in rain) and others use "ay" (like in day) to make the same sound? How can you figure out which one to use when you're writing?

We use "ai" in the middle of a word and "ay" at the end of a word to make the long A sound.



**English
Department**

Name:

Grade: Three ()

Comprehension (The Rabbit and The Lion)

Outcomes:

Students should be able to recognize and identify the elements of the story.

Students should be able to recall the events of the story.

*** Read the "The Rabbit and The Lion", and answer the following questions:**

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Q.1: What's the genre of the story?

The genre is a play.

Q.2: Who's the author of the story?

The author is Ed Vuong.

Q.3: Who's the illustrator of the story?

The illustrator is Tim Haggerty.

Q.4: Name the characters in this story:

The characters are The Rabbit ,The lion and The Narrator.

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Q.5: What does the lion say he'll have for dinner?

He says he will have The Rabbit for dinner.

Q.6: What does the rabbit reply when the lion tells him he's going to have him for dinner?

He says he is a small animal and the lion needs a big animal to eat.

Q.7: What does the lion call himself?

He calls himself The king of the forest.

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Q.8: Write T if the sentence is true. Write F if the sentence is false:

- The lion thinks that the reflection in the water is another lion. (T)
- The lion hears the rabbit reply "I am king of the forest." (F)
- An echo is the sound you hear again. (T)

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Q.9: Who is the character who said this sentence: **"Fake! You will be sorry for this!"**

The lion

Q.10: What does the Lion do?

He jumps into the well.

Q.11: Critical thinking question:

Is it always better to work hard, or are there times when thinking first can help more?

Sometimes thinking first is better because it helps you find an easier or smarter way to do the work.



**English
Department**

Name:

Grade: Three ()

Grammar (Pronouns)

Outcomes:

Students should be able to recognize subject pronouns.

Students should be able to recognize object pronouns.

Q.1: Read the following sentences. Write the suitable pronoun using the chart below:

Subject pronouns	Object pronouns
I, you, he, she, it, we, they	Me, it, you, her, him, us, them

- 1- My sister has a new car, but she doesn't like **it**.
- 2- He has two sons. He plays football with **them** on Sunday.
- 3- ~~She rode **her** bike to school.~~ (**not included**)
- 4- Jane and I are good students, so **we** always get good grades.
- 5- Our teacher gives **us** a lot of homework.
- 6- Sally lives near peter and Mary. She goes to work with **them** in their car.
- 7- My sister is working tomorrow; **she** is a doctor.
- 8- Naya and I are going to the park, **we** want to go for a walk.

Q.2: Circle the correct pronoun:

1. (Her / **She**) has got a sister.
2. Look at (my / **me**). I can ride a bike!
3. ~~That's my father. (Him / **His**) name is Mohammad. (not included)~~
4. My parents are cool. I love (**them** / they).
5. Can you tell (my / **me**) your phone?
6. ~~(**His** / Him) brother is a doctor. (not included)~~
7. ~~(**Our** / Us) teacher is friendly and kind. (not included)~~
8. Where is your dad? (**He** / Him) is at work.
9. These apples are for (our / **us**).

Q.3: Critical thinking question:

Why do you think we use pronouns like "he," "she," and "they" instead of saying someone's name all the time?

We use pronouns so we don't repeat the person's name over and over. It makes sentences shorter and easier to understand.



**English
Department**

Name:

Grade: Three ()

Unseen passage

Outcomes:

Students should be able to read the passage and answer the comprehension questions.

*** Read the following passage, then answer the questions that follow:**

Green Iguanas

Green iguanas have been known to grow up to 6 feet long. Although they are called "green" iguanas, these lizards are sometimes found in other colors like blue, orange, and purple. The color of their skin allows them to be invisible to the eye. It helps iguanas escape from other animals and be safe. Green iguanas have a third eye on top of their head. An iguana's skin is tough and waterproof. Their tale can grow again if it was cut off. Iguanas feed on plants including leaves and fruit. They also eat small insects. They have very sharp teeth, so watch out if you have an iguana as a pet!

Q.1: Fill in the blanks to complete the sentences:

1. Green iguanas can grow up to **6 feet** long.
2. Green iguanas can change to other colors like **blue, orange, or purple**.
3. Iguanas eat plants including **leaves** and **fruit**.
4. Iguanas have **sharp** teeth.

Q.2: Write T if the sentence is true. Write F if the sentence is false.

1. Iguanas can change their colors. (**T**)
2. Green iguanas have more than three eyes. (**F**)
3. If iguanas' tails are cut off, it can't grow again. (**F**)
4. It isn't easy to keep iguanas as pets. (**T**)

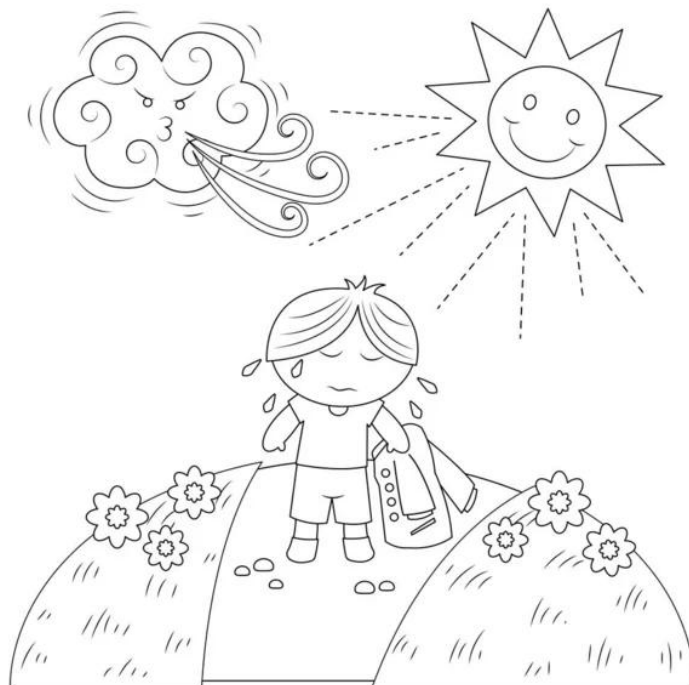
Q.2: Critical thinking question:

How would it be different if iguanas couldn't change their colors?

If iguanas couldn't change their colors, they wouldn't be able to hide easily, and other animals could see them and catch them more quickly.



The Contest





English
Department

Name: _____

Grade: Three ()

Vocabulary (Keywords & Academic words)

Outcomes:

Students should be able to recognize and identify the new

Q.1: Match the word to its meaning:

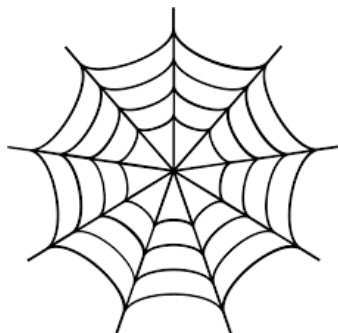
- | | |
|-------------|---|
| 1- brighter | to be more strong than something or someone (2) |
| 2- stronger | tiny animals with eight legs (3) |
| 3- spiders | have more light than something else (1) |
| 4- webs | traps made by spiders to catch their food (4) |

Q.2: Fill in the gaps with the correct word from the box:

1. **Spiders** make webs to catch their food.
2. There are grey **clouds** in the sky. I think it is going to rain.
3. He worked every day, so he became **stronger**.
4. Would you break spider **webs** if you saw them?
5. When the sky becomes darker, the stars become **brighter**.

brighter
clouds
stronger
webs
spiders

Q.3: Draw a spider on this web.



Q.4: Read each sentence. Write TRUE or FALSE.

1. A positive attitude is important. **True**
2. A teacher likes a student with a bad attitude. **False**
3. The sun can affect the growth of a plant. **True**
4. Studying can affect your grades. **True**

Q.5: Answer the questions.

1. What are two ways to have a good **attitude** in class?

By listening carefully and being kind to others.

2. How does a rainy day **affect** you?

A rainy day makes me feel calm and sometimes keeps me inside the house.

Q.6: Critical thinking question:

Why do you think clouds come in different shapes and sizes? How do clouds tell us what the weather might be like?

Clouds have different shapes and sizes because they form in different places in the sky. Big dark clouds mean rain, and small white clouds mean good weather.



**English
Department**

Name:

Grade: Three ()

Grammar (Simple Present)

Outcomes:

Students should be able to recognize and identify simple present

Q.1: Circle the verb.

1. Hana goes to school.
2. Carlos sits with Hana.
3. The children play outside.
4. Miss Jones reads a story.
5. Maria and Kate eat lunch.

Q.2: Circle the correct form of the verb between the brackets:

1. Rahaf always (run / **runs**) in the country.
2. Your dog (bark / **barks**) at night.
3. Ahmad (watch / **watches**) TV in the afternoon.
4. My mother (bake / **bakes**) a cake.
5. I (**brush** / brushes) my teeth every morning.

Q.3: Write the correct form of the verb between brackets:

1. We **do** our homework every day. (do)
2. He **washes** his hands before eating. (wash)
3. This cat **drinks** lots of water. (drink)
4. I **ride** the bus to school in the morning. (ride)
5. Sara **sings** in the school orchestra. (sing)
6. The children **study** English together. (study)
7. You **listen** to music. (listen)

Q.5: Critical thinking question:

Why do we use the simple present tense when we talk about things that happen regularly or facts?

We use the simple present because it tells about things that happen all the time or facts that are always true.



**English
Department**

Name:

Grade: Three ()

Writing (Daily routine)

Outcomes:

Students should be able to talk about their daily routine using linking words.

Step 1: Fill this table first.

Time	Activity
6:30	I wake up and have breakfast at 6:30
7:30	I dress up and go to school at 7:30
2:00	I come back home and have lunch at 2:00
5:00	I do my homework and I finish at 5:00
8:00	I play video games and I sleep early at 8:00

Step 2: Use linking words like (First, Second, Next, Then, Finally)

Step 3: Use the sentences to write a paragraph.

My Daily Routine

First, I wake up and have breakfast at 6:30 everyday. **Second**, I dress up and go to school at 7:30. **Next**, I come back home and have lunch at 2:00.

Then, I do my homework and I finish at 5:00. Finally, I play video games and I sleep early at 8:00 every night.



***Critical thinking question:**

Why do you think having a daily routine is helpful? How can a routine make your day better or easier?

Having a daily routine is helpful because it keeps you organized and reminds you what to do. A routine makes your day easier because you don't have to rush or forget things.



English
Department

Name: _____

Grade: Three ()

Unseen passage

Outcomes:

Students should be able to read the passage and answer the comprehension questions.

***Read the following passage, then answer the questions that follow:**

Fun Facts about the Sun

Do you love swimming? How about playing outdoors with friends while it's sunny and warm? All these things are made by the Sun. Without the Sun, the Earth would be a frozen wasteland. The Sun controls our seasons and our day and night time. The Sun is the largest thing in the solar system. The ancient Romans called it Sol, which means Sun in Greek. The Sun's light reaches the Earth in eight minutes. Don't look directly at the Sun, which can hurt your eyes.

Q.1: Circle the correct answer:

1. The Sun controls _____.
A. The trees B. The seasons C. The wind
2. The Sun is the _____ thing in the solar system.
A. smallest B. roundest C. largest
3. Ancient _____ called the Sun "Sol".
A. Romans B. Egyptians C. Persian

4. It takes _____ minutes for the Sun's light to reach the Earth.

- A. seven B. nine C. **eight**

5. If you look directly at the Sun, it may hurt your _____.

- A. body B. eyes C. hair

Q.2: Write T if the sentence is true. Write F if the sentence is false.

1. Without the Sun, it would still be warm and Sunny. (F)
2. The Sun controls the day and night. (T)
3. The Sun is the largest thing in the solar system. (T)
4. The Sun's light reaches the Earth in eight seconds. (F)

Q.3: Critical thinking question:

Why do you think the sun is important for life on Earth? What would happen if the sun suddenly disappeared?

The Sun is important because it gives us light, heat, and energy. If the Sun suddenly disappeared, Earth would become dark, frozen, and nothing could live.