

Islamic Educational College

Jabal Amman / Al-Jubeiha

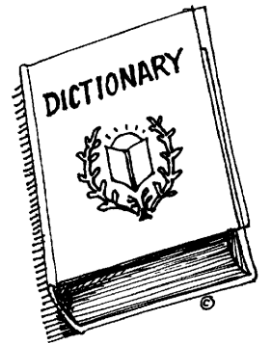
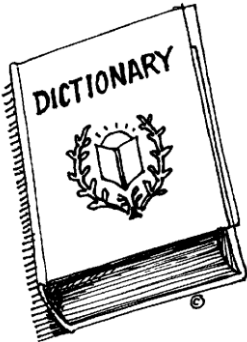


Grade Three

Booklet

First Semester

2025-2026





Lin's Shopping Day





**English
Department**

Name:

Grade: Three ()

Vocabulary (Keywords & Academic words)

Outcomes:

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

Q.1: Write the word that represents the picture:











**Q.2: Find the Key Word from the box that completes each sentence.
Write the word:**

Street - flower - luck - letter - greet

1. With a little _____ I will win the race!
2. Let's pick a _____ from the garden.
3. Haley enjoys writing a _____ to her grandmother.
4. There are many cars driving on the _____.
5. It is polite to _____ someone when they come to your house.

Q.3: Circle the Academic Word that best completes each sentence:

*I will _____ new shoes.

- a) purchase b) item

*Each _____ in the store was on sale.

- a) purchase b) item

Q.4: Critical thinking question:

*Why do we need rules for how people use the street, and what could happen if there were no rules?



**English
Department**

Name:

Grade: Three ()

Phonics Long and Short Vowel Words

Outcomes:

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

Q.1: Sort the following words in long and short vowel words:

fine/ hat/ not/ rate/ time/ map/ huge/ war/ bite/ fan

Long Vowel Words	Short Vowel Words

Q.2: Fill in the blanks with the correct words from the box:

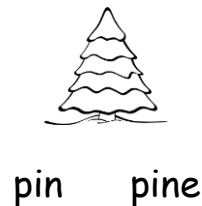
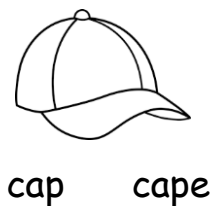
kite/ cake/ bite/ mat/ bone

1. The boy flew his _____ in the air.
2. The cat was sitting on the _____.
3. Mom baked a chocolate _____ yesterday.

4. I ate one big _____ of the cake.

5. Dogs like to eat a _____.

Q.3: Circle the word that resembles the picture:



Q.4: Fill in the blank with a vowel to make a CVC word:

1. v ____ n

4. h ____ t

2. b ____ d

5. c ____ t

3. l ____ p

6. b ____ s

Q.5: Critical thinking question:

*Why do you think adding a silent 'e' at the end of a word changes the vowel sound, like in 'hop' and 'hope'? How does this help you figure out how to read new words?



**English
Department**

Name:

Grade: Three ()

Comprehension (Lin's Shopping Day)

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 "Lin's Shopping Day", then answer the following questions:**

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

Q.2: Who are the characters of the story?

Q.3: Where do Lin and her dad stop first?

Q.4: What type of cabbage makes Mom happy?

Q.5: What does the mail carrier drop?

Q.6: Why does Lin pinch her nose?

Q.7: Critical thinking question:

*If you are shopping for fruit for your family, how would you decide which fruits to buy? What things should you think about, like price, freshness, or what your family likes?"



**English
Department**

Name:

Grade: Three ()

Grammar- Simple Present (Be Verbs)

Outcomes:

Students should be able to recognize singular and plural pronouns.

Students should be able to identify the use of the simple present tense.

Q.1: Use the correct form of the be verb (am/ is/ are) to complete the sentence:

1. We _____ at school.
2. My teacher _____ Jordanian.
3. Where _____ my dictionary?
4. Rana and Malak _____ my friends.
5. I _____ eight years old.
6. _____ you okay?

Q.2: Rewrite the following sentences using the negative form:

1. My cat is black and white.

2. Beans are green.

3. I am hungry.

Q.3: Write the correct contractions:

1. (He is) _____ my dog.
2. (They are) _____ at the library.
3. (I am) _____ good at math.
4. (You are) _____ at the mall now.
5. (It is) _____ nice to meet you.
6. (We are) _____ in the same class.

Q.4: Answer the following Yes/ No questions:

1. Are they awake?

No, they _____.

2. Is he on time?

Yes, he _____.

3. Am I late?

No, you _____.

Q.5: Critical thinking question:

Look at the sentence:

"The dog is barking."

* If there are two dogs, should we still use "is" in the sentence?

Why or why not?

Can you fix the sentence?



**English
Department**

Name:

Grade: Three ()

Writing- Describe a person

Outcomes:

Students should be able to describe a person using simple present.



**Descriptive words : help
visualize, describe, define,
explain information and
give details about people,
places, things, or actions
using the five senses.**

Q.1: Read the descriptions and look at the pictures:

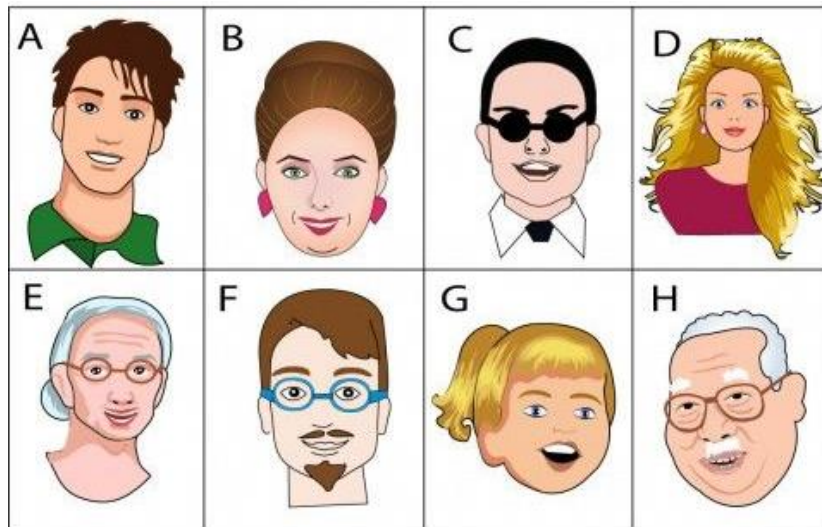
***Sue has long blonde hair. She has a flower
in her hand. She is wearing a yellow dress.**



***His name is Kareem. He has short black hair.
He is wearing a white T-shirt and blue jeans.**



***Match the images below with the correct description:**



- 1-Blond little girl with blue eyes_____
- 2-Wearing glasses and has a beard and a moustache_____
- 3-The man with brown hair wearing dark sunglasses_____
- 4-Blond young woman with long hair and blue eyes_____
- 5-Old man with curly hair wearing glasses_____
- 6-The woman with brown hair and red earring_____
- 7-Good looking young man with black eyes_____
- 8-Old woman wearing glasses_____

Q.2: Critical thinking questions:

***How can you describe someone so another person can picture them in their mind? What kinds of details are most important to share?**



**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:**

Anne's First Day of School

Anne is eight years old. She has got brown hair and black eyes. She is in the kitchen with her mom, Mary. Her mom is very happy, but Anne is sad. Today is Monday. It's Anne's first day of school. It isn't a sunny day. It's raining and it's very cold.

Anne has got many school objects. She has got a big pink school bag, a yellow ruler, a white rubber, a light-blue copy notebook, a red book and five colored pencils. But she hasn't got a sharpener or scissors.

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

1. Anne has got _____ hair and black _____.
2. _____ is sad, but her mom is _____.
3. Anne is in the _____ with her mom.

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

1. Anne is seven years old. ()
2. Today is Wednesday. ()
3. It is a sunny day today. ()
4. Anne's copy notebook is green. ()
5. She has got four colored pencils. ()
6. Her school bag is big. ()
7. She is in the kitchen with her dad. ()

Q.3: Critical thinking question:

Why do you think schools have a "first day" instead of just starting learning any day of the year?



My Family





**English
Department**

Name:

Grade: Three ()

Vocabulary (Keywords & Academic words)

Outcomes:

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

Q.1: Write the Key Word from the box that best matches the clue.

1. Friday and Saturday _____
2. big group of people _____
3. comes together _____
4. to have a party _____
5. friends that come over _____

celebrate
crowd
company
weekend
gathers

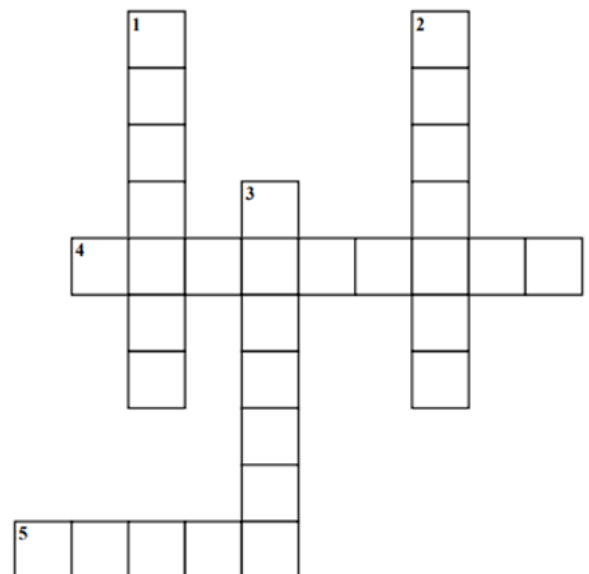
Q.2: Fill in the crossword game:

Across:

4. Have a party.
5. A lot of people.

Down:

1. To come together.
2. People who are guests.
3. Friday and Saturday of each week



Q.3: Write the Academic Word that best completes each sentence.

1. Maria and Josie's shirts were _____ .
2. We will _____ to the animal shelter.
3. Mom will _____ time in the library.
4. The toys looked _____ .

contribute
similar

Q.4: Answer the questions.

* Name two things that are similar.

* How can you contribute to classroom clean-up time?

Q.5: Critical thinking question:

* Why do people choose to donate things like money, clothes, or food to others? How do you think it helps both the person giving and the person receiving?



**English
Department**

Name:

Grade: Three ()

Use a Dictionary

Outcomes:

Students should be able to understand and enrich their knowledge in Word Study - Using a Dictionary.

Q.1: Read this dictionary entry:

Crowd (noun) 1- a lot of people. 2- a large number of things close together.

*** The entry for crowd has more than one meaning. Find the meaning that makes sense in each sentence. Write it on the line:**

***I saw a crowd of white flowers in the garden yesterday.**

***The crowd began to cheer at the concert when the singer came.**

Q.2: Read each sentence. Look at the underlined word. Then circle the letter of the best meaning for the underlined word.

1-Children like to play with toys.

- A. performance on a stage
- B. have fun with

2. The rocket zoomed up into space.

- A. area past Earth
- B. place where you can put something

3. I read a lot of books last summer.

- A. area of land
- B. large number

4. A whale has a very big mouth.

- A. place where a river enters the ocean
- B. body part used for speaking and eating

Q.3: Critical thinking question:

* The word "bat" can mean a flying animal or something you use to hit a ball. How can you figure out which meaning the word "bat" has when you read it in a sentence? Can you make two sentences using the word "bat" with different meanings?

1- _____

2- _____



**English
Department**

Name:

Grade: Three ()

Comprehension (My Family)

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.

Q.1: Read the story, and answer the following questions:

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

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

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

Q.4: Find a word in the text which means:

- Have a party: _____
- Friday and Saturday of each week: _____

Q.5: When does the family get together?

Page 43

Q.6: What does the family like to do when they get together?

Q.7: Where does the family live?

Page 44

Q.8: What was the special day that the family was celebrating?

Q.9: Write T if the sentence is true. Write F if the sentence is false:

- Not everyone works to plan grandmother's birthday. ()
- Each member of the family has a gift to give to grandmother. ()
- Grandfather smiles, but doesn't sing the birthday song. ()

Page 45

Q.10: What does the girl think grandmother's wish is?

Q.11: What does the pronoun "her" in the sentence "We watch her blow out the candles." refer to? _____

Page 46

Q.12: Who is the big crowd that joins the party celebrations?

1. _____ 2. _____

3. _____

Q.13: How do friends and family contribute to the party?

Q.14: Critical thinking question:

*Why do people celebrate special days like birthdays or holidays?



English
Department

Name: _____

Grade: Three ()

Grammar (Singular & Plural nouns)

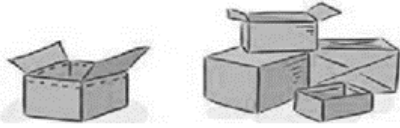
Outcomes:

Students should be able to recognize singular and plural nouns.

Students should be able to spell the words correctly.

Leaves- man-box-pencils-children-tomato-cherries-men-foot-mice-
key-cherry-leaf-pencil-child-feet-mouse-tomatoes-keys-boxes.





Q.2: Complete each sentence. Use the plural form of the noun.

Write it on the line.

- | | |
|----------|--------------------------------------|
| 1. inch | I am four feet and six _____ tall. |
| 2. dish | Mother washed _____ in the sink. |
| 3. dress | Angie packed two _____ for her trip. |
| 4. bus | Dad takes two _____ to work. |
| 5. baby | We heard _____ laughing. |
| 6. child | There are six _____ in my group. |
| 7. box | She needs six _____ for her toys. |

Q.3: Critical thinking question:

There are 12 birds sitting on a tree. 7 more birds fly to the tree. How many birds are there now? Write the answer using the plural form.



**English
Department**

Name:

Grade: Three ()

Writing (describe a family celebration)

Outcomes:

Students should be able to describe a family celebration.

Q.1: Write the correct answer in the box to match the word with the definition:

1	Graduation		<u>A</u>-to celebrate stopping working
2	Birthday		<u>B</u>-to celebrate two getting married to someone
3	Retirement		<u>C</u>-to receive your university degree
4	Wedding		<u>D</u>-to have a baby
5	Family reunion		<u>E</u>-to celebrate moving into a new house
6	Birth of a baby		<u>F</u>-to celebrate something important that happened on that day in a previous year
7	House warming		<u>G</u>-to celebrate the day you were born
8	Anniversary		<u>H</u>-to meet up with relatives you haven't seen for a long time

Q.2: Write the names of the celebration to the pictures:



Q.3: Critical thinking question:

***Your family is planning a celebration. What are some things you can do to make everyone happy? Why do you think family celebrations are important?**



**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:**

What is cheating?

Cheating may happen at school, at home, or while playing a sport. It can happen anywhere and to anyone. You must be careful and not let anyone cheat you. You must also be careful not to be a cheater yourself. Some kids cheat because they are lazy. They want to get good grades without spending the time studying. Other kids might feel that they can't pass the test without cheating. But good kids resist and do the work instead. Some kids cheat once but they feel bad that they never do it again. Others get caught and decide it isn't a good thing to do.

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

1. Cheating can happen at _____, at _____ or while playing a _____.
2. Some kids cheat because they are _____.
3. Some kids cheat once but they feel _____ and never do it again.

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

1. It is okay to cheat sometimes. ()
2. Good kids resist cheating and do the work instead. ()
3. It is okay to cheat when you don't have enough time to study. ()

Q.3: Critical thinking question:

How would you feel if someone cheated to win against you?



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:

reflection

roars

dinner

well

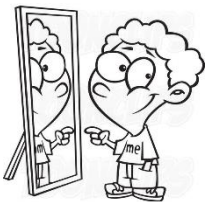
the last meal of the day

a hole in the ground with water in it

to yell a loud, deep cry

a mirror image of something

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



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

1. We dug a _____ to find water.

2. A dog barks, but a lion _____.

3. When you look in the mirror you see your _____

4. We eat _____ 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. _____
2. It is good to focus in class. _____
3. My glasses help me focus better. _____
4. You can identify an animal by its paw prints. _____

Q.5: Answer the questions.

1. What helps you focus in class?

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

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.



**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

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: _____**
- 2. Long o sound word: _____**

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

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



s n _ _ l



q u _ _ n



p _ _



_ _ 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 _____

2. r i u f t _____

3. e c u l _____

4. o t e _____

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

1. n _____ d

4. t _____

2. l _____

5. t r _____ n

3. c l _____

6. n _____ 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?



**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?

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

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

Q.4: Name the characters in this story:

Page 77

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

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

Q.7: What does the lion call himself?

Page 78

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. ()
- The lion hears the rabbit reply "I am king of the forest." ()
- An echo is the sound you hear again. ()

Page 79

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

Q.10: What does the Lion do?

Q.11: Critical thinking question:

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



**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 _____
- 2- He has two sons. He plays football with _____ on Sunday.
- 3- She rode _____ bike to school
- 4- Jane and I are good students, so _____ always get good grades.
- 5- Our teacher gives _____ a lot of homework.
- 6- Sally lives near peter and Mary. She goes to work with _____ in their car.
- 7- My sister is working tomorrow, _____ is a doctor.
- 8- Naya and I are going to the park, _____ 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.
4. My parents are cool. I love (them / they).
5. Can you tell (my /me) your phone?
6. (His / Him) brother is a doctor.
7. (Our / Us) teacher is friendly and kind.
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?



**English
Department**

Name:

Grade: Three ()

Writing (Sequence of events)

Outcomes:

Students should be able to describe an event using sequence words.

Q.1: Read the story, then put the events of the story into the correct order.

The Hungry Caterpillar

Once there was a very tiny caterpillar. She climbed up a tree looking for food. When she reached a leaf, she took a small bite. Then she took a bigger bite. Then she took an even bigger bite! soon, the leaf was gone, and the caterpillar moved to the next leaf. She ate that leaf, and the leaf beside that, and the leaf beside that, and she grew bigger and bigger and bigger. One day, though, the caterpillar stopped eating. She hung from the tree and spun a cocoon around herself, and went to sleep. For many days, she slept. Then one day she awoke and came out of the cocoon. Only she was no longer a caterpillar — she was now a beautiful butterfly!

- * _____ The caterpillar takes a small bite of a leaf.
- * _____ The caterpillar eats many leaves.
- * _____ The caterpillar stops eating.
- * _____ The caterpillar spins a cocoon.
- * _____ The caterpillar eats a whole leaf.
- * _____ The caterpillar becomes a butterfly.

Q.2: Critical thinking question:

Why is it important to know the order of events in a story or a process? How can understanding the sequence help you remember what happened or explain it to someone else?



**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 _____ long.
2. Green iguanas can change to other colors like _____, _____ or _____.
3. Iguanas eat plants including _____ and _____.
4. Iguanas have _____ teeth.

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

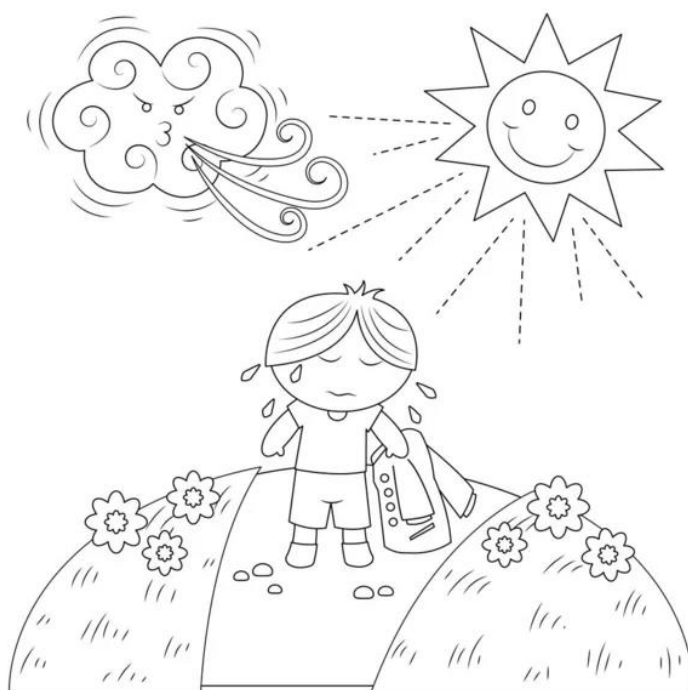
1. Iguanas can change their colors. ()
2. Green iguanas have more than three eyes. ()
3. If iguanas' tails are cut off, it can't grow again. ()
4. It isn't easy to keep iguanas as pets. ()

Q.2: Critical thinking question:

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



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:

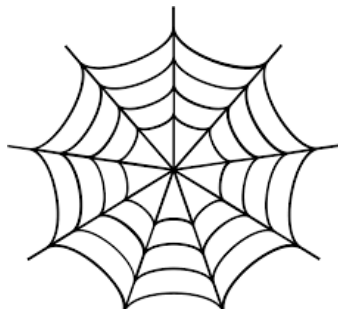
- | | |
|----------|---|
| brighter | to be more strong than something or someone |
| stronger | tiny animals with eight legs |
| spiders | have more light than something else |
| webs | traps made by spiders to catch their food |

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

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

**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. _____
2. A teacher likes a student with a bad attitude. _____
3. The sun can affect the growth of a plant. _____
4. Studying can affect your grades. _____

Q.5: Answer the questions.

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

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

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?



**English
Department**

Name:

Grade: Three ()

Word study (prefixes + suffixes)

Outcomes:

Students should be able to recognize prefixes and suffixes.

***A prefix is a word part added to the beginning of a word. A suffix is a word part added to the end of a word.**

-The prefix *dis* means not. So disagree means not agree.

-The suffix *less* means without. So restless means without rest.

Q.1: Use *dis* or *less* to write the words correctly.

1. without harm: _____
2. not comfort: _____
3. without home: _____
4. not honest: _____

Q.2: Tell the meaning of each underlined word in the sentences below.

1. This driver is careless. He drives too fast.

2. I dislike watching horror movies.

3. The charger is wireless. _____

4. Dinosaurs disappeared millions of years ago.

Q.3: Write the word from the box that best completes each sentence.

(careless -dishonest -dislike -fearless)

1. My dad is not afraid of anything. He is _____ .
2. It is _____ to tell a lie.
3. The boys are scared of spiders. They _____ them a lot!
4. You do not care about doing your homework. You are _____

Q.4: Match each word with its definition. Write the letter of the correct answer.

- | | |
|----------------------|--------------------|
| 1. disagree _____ | A without pain |
| 2. hopeless _____ | B not obey |
| 3. disobey _____ | C not agree |
| 4. thoughtless _____ | D without hope |
| 5. painless _____ | E without thinking |

Q.5: Critical thinking question:

How is the meaning of "care" different from "careless"?



**English
Department**

Name:

Grade: Three ()

Comprehension (The Contest)

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.

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

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

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

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Q.4: Mention two characters from the story.

1.

2.

Q.5: What can the North Wind do?

Q.6: Find a word in the text that means:

1. to be more strong than someone or something.

2. large white or grey masses in the sky.

3. without rest. _____

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Q.7: What was the first challenge for the North Wind and the Sun?

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

- The woman was wearing a hat. ()
- The North Wind thought the contest would be hard. ()
- The hat fell off to the ground because of the wind. ()

Q.9: Find a word in the text that means:

1. tiny animals with eight legs. _____

2. traps made by spiders to catch their food. _____

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Q.10: What does the North Wind do to try and make the woman take off her hat?

Q.11: What did the North Wind do to the spiders and their webs?

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Q.12: If something or someone has more strength than the other, we say that it is stronger. Who do you think would be stronger and win in this contest?

I think _____

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Q.13: How does the Sun affect the following:

1. The clouds:

2. The birds:

3. The spiders:

4. The woman:

Q.14: Find a word in the text which means: have more light than something is. _____

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Q.15: Who won the contest, the Sun or the North Wind?

Q.16: What does the Sun mean when he said: "You are strong in some ways, I am strong in others. Each of us does our job."?

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Q.17: Recall; What was the contest?

Q.18: What did the North Wind do at the end to cool the woman?

Q.19: Critical thinking question:

What do you think it means to work smart? How can working smart help you finish your work faster or better?



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

Q.4: Rewrite the following sentences by making them negative.

1. The boys play tennis in the playground.

2. She likes reading books.

3. The train leaves in the morning.

Q.5: Critical thinking question:

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



**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.



WAKE UP



GET UP



BRUSH TEETH



TAKE A
SHOWER



GET DRESSED



HAVE
BREAKFAST



GO TO BED



TAKE A BUS



HAVE DINNER



GO TO SCHOOL



WATCH TV



DO MY
HOMEWORK



GO BACK
HOME



EAT LUNCH



STUDY



TAKE A BREAK

THE SIMPLE PRESENT

Daily Routine

***Critical thinking question:**

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



**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. ()
2. The Sun controls the day and night. ()
3. The Sun is the largest thing in the solar system. ()
4. The Sun's light reaches the Earth in eight seconds. ()

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?
