



ALNOOR
INTERNATIONAL SCHOOL

GRADE
3

SOCIAL STUDIES

THAT'S MY WORLD



WHERE DO I LIVE



INSIDE OUT



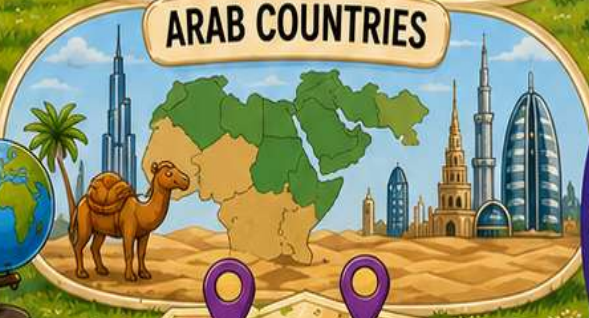
GETTING ALONG



OUR PLANET



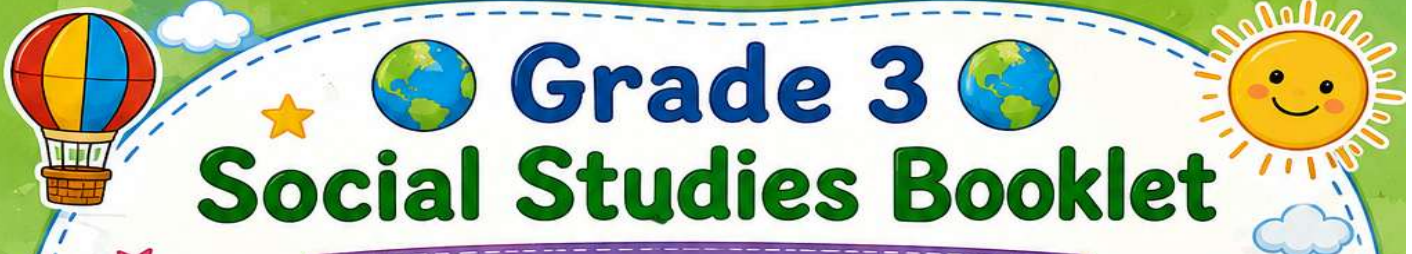
ARAB COUNTRIES



**SOCIAL
STUDIES**
GRADE 3

EXPLORE • LEARN • DISCOVER





Grade 3 Social Studies Booklet

Student Introduction Page



My Name is: _____



I Belong to Grade 3 Section: _____



My Age is: _____



My Favorite Subject is: _____



My Favorite Hobby is: _____



My Class Teacher is: _____



My School Name is: _____



My Country is: _____



One Thing I Want to Learn in Social Studies:



My Goals for This Year:

- ☐ Be respectful
- ☐ Complete my work on time
- ☐ Be kind to others
- ☐ Learn new things every day
- ☐ Become a responsible student



My Promise:

"I will study well, respect everyone, follow good manners, and always try my best." 😊



Student Signature: _____



Date: _____



AL NOOR INTERNATIONAL SCHOOL

Lower Grade Section

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AL NOOR INTERNATIONAL SCHOOL

Lower Grade Section

Unit 1: KEEP ME SAFE

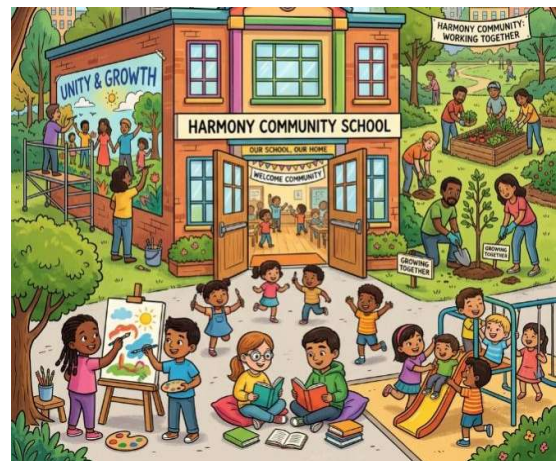
Lesson 1: My Life

Vocabulary words:

1. **neighborhood**-is the place where people live
2. **community** - is a group of people who live and work together
3. **immediate family** - mother, father, brother, sister
4. **extended family** - grandparents, uncles, aunts, cousins
5. **responsibility**- doing the things we are supposed to do

Lesson 1: My Life

I live in Riyadh, the capital city of my country, Saudi Arabia. My home is part of our neighborhood. Neighbors in my neighborhood come from different countries. We are all members of one community. The people in my community work, live, and do activities together. Children my age go to school in my community.



At home, I live with my immediate family. My immediate family includes my dad, mom, sister, and brother. My parents set the rules at home. They help us understand what's right and wrong.

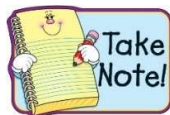
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Rules help us keep things organized. For example, we all help in tidying the house. Each one of us has some responsibilities. It is my responsibility to take care of my room. I am also responsible for put my dirty clothes in the laundry and place the plates I use in the kitchen sink.



Some other rules are important too. We all know that we should turn off the lights when we leave a room. We never keep the water faucet running when there is no need for that.



IMPORTANT DETAILS

Rules and responsibilities help keep homes and communities safe, clean, and organized.

People in a community help and respect one another.

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Responsibility at Home

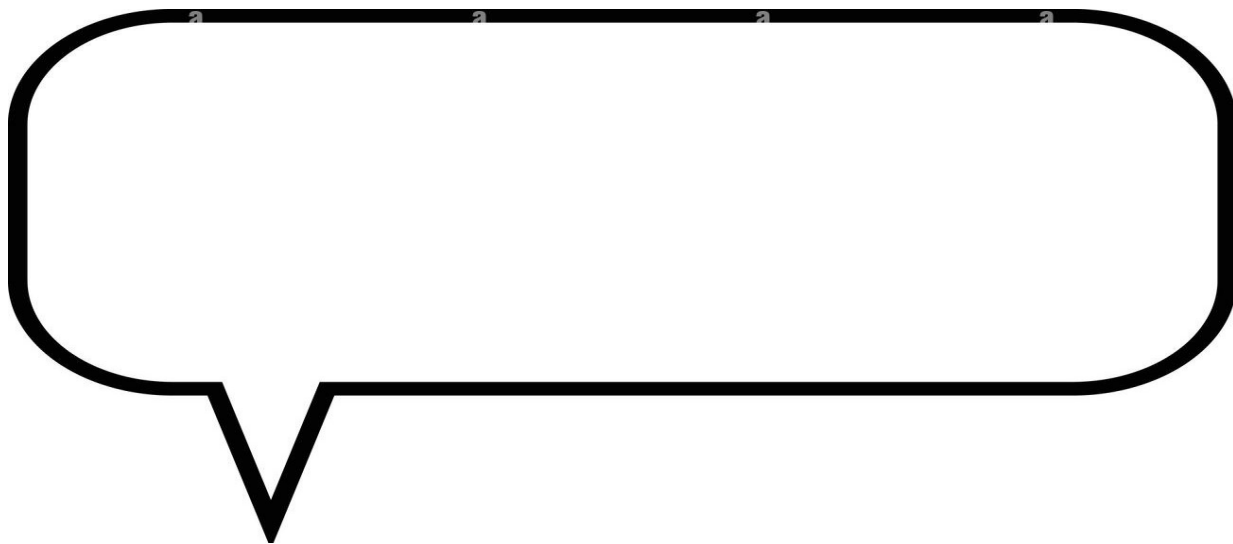
- Cleaning your room
- Putting dirty clothes in the laundry
- Helping tidy the house
- Turning off lights and saving water
- Doing homework on time



Responsibility Outside the Home

- Respecting other people's belongings
- Asking permission before entering rooms
- Keeping places clean
- Being polite and not making fun of others

What are some rules that you follow at home?



Exercise:

I: Answer the following questions below. Write your answers on the blank.

1. Who is part of your immediate family?

2. Your extended family includes your

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II: Choose the correct answer from the box and write on the blanks.

right	neighbor	wrong
-------	----------	-------

1. The people who live near your home and share the same neighborhood are called your _____.
2. The rules set by parents help us understand what is _____ and _____.

III: Write true if the statement is True, and False if it is not correct.

1. Turning off the lights when you leave a room is an example of being responsible. _____
2. Leaving the water faucet running after use is an example of being responsible. . _____
3. Fixing your own bed when you wake up is an example of being responsible. . _____
4. A community is made up of people who live, work, and do activities together. _____

ACTIVITY (REFLECTION):

Answer The Following Questions:

1. Write down 2 things that show responsibility.

2. If you want to be responsible with your time, what should you do?

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Unit 1: KEEP ME SAFE

Lesson 2: My Safe Home

Vocabulary words:

1. **emergency**- a serious situation where someone needs help quickly
2. **strangers** – people we do not know or have never met before
3. **electrical machines** – machines that use electricity to work

Lesson 2: My Safe Home

We need to know important **home safety rules** and how to stay safe in different situations at home. This will help us avoid accidents, know how to deal with strangers, and respond to emergencies responsibly.

10 SAFETY RULES AT HOME

1. Always keep emergency numbers in an easy-to-find place, such as on the refrigerator.
2. Children should know who to call if something goes wrong or if they feel unsafe.
3. Never open the door to someone unknown without checking with parents. Inform parents if strangers call, text, or visit.
4. Delivery workers are also strangers, so children should not accept deliveries alone.
5. Shoes and objects should be kept in cabinets or proper places.

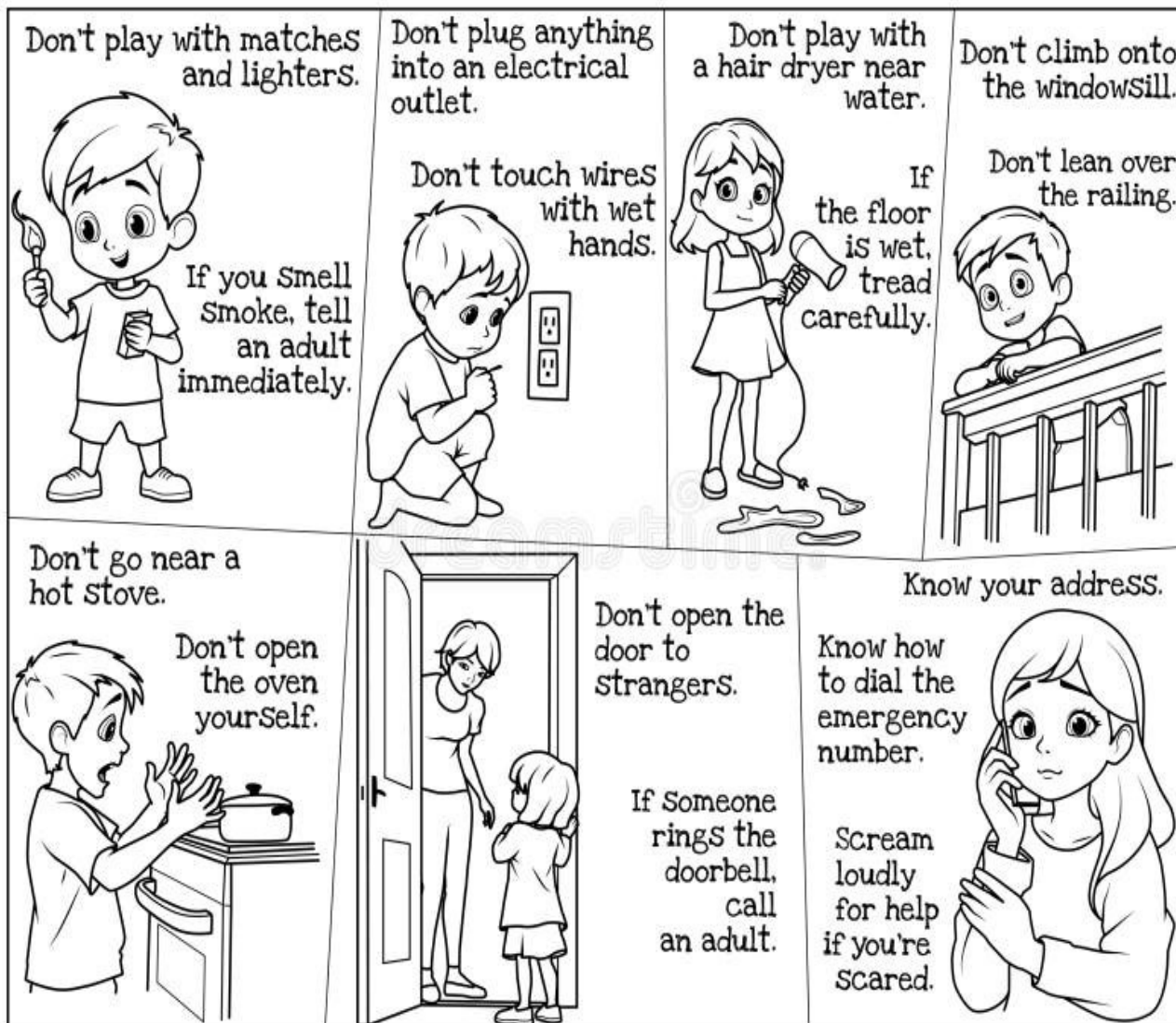


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10 SAFETY RULES AT HOME

6. Wet floors should be cleaned immediately to avoid accidents.
7. Children should stay away from electrical sockets and machines.
8. Never touch electrical cords or plugs with wet hands or in the bathroom.
9. Hairdryers and electrical devices should not be used near water.
10. An adult should help when changing light bulbs, and electricity should be switched off first.



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Lower Grade Section



IMPORTANT DETAILS



Safety rules help protect everyone at home.

- ✓ Children should always ask adults for help in dangerous situations.
- ✓ Knowing what to do during emergencies is very important.
- ✓ Being careful and responsible can prevent accidents.

What are some safety rules at home that you follow ?

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Lower Grade Section

Exercise:

I: Circle the letter of the correct answer.

1. What should you do if a stranger knocks on the door?
 - a) Open the door immediately
 - b) Call an adult
 - c) Invite the stranger inside
2. What should you do if a fire starts at home?
 - a) Hide in your room
 - b) Put it out alone
 - c) Call the emergency number
3. Where should you place your shoes after taking them off?
 - a) In the middle of the floor
 - b) In a cabinet
 - c) Outside the bathroom

II: Write true if the statement is True, and False if it is not correct.

1. Emergency numbers should be easy to find at home. . _____
2. Children should open the door for delivery people when alone. _____
3. Wet floors can cause accidents. _____
4. You should tell an adult if a stranger calls you. _____

ACTIVITY (REFLECTION):

Safety Rule List: Make a list of all the home safety precautions discussed.

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Unit 1: KEEP ME SAFE

Lesson 3: A Safe Kitchen

Vocabulary words:

1. **knife** – a sharp tool used for cutting food
2. **cleaning supplies** – things used to clean the house, like soap, spray bottles, sponges, and mops
3. **potholders** – thick cloth pads used to hold hot pots or pans so your hands do not get burned
4. **mittens** – thick gloves worn on the hands to protect them from heat when holding hot pots, pans, or trays from the oven
5. **cookware** – pots, pans, and other tools used for cooking food in the kitchen

Lesson 3: A Safe Kitchen

The kitchen is a place filled with potential hazards, especially for children. It is a place at home where we find common dangers—like sharp objects, hot surfaces, and chemicals. It is very important that we learn the specific rules to stay safe while helping or being near the cooking area.



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How to Stay Safe in the Kitchen

Sharp Objects & Cutting Risks		Knives and other sharp tools are high-risk items for accidental cuts or deep wounds. Store knives in drawers or blocks immediately after use to keep them away from children.
Chemical & Poisoning Hazards		Colorful cleaners look like toys or juice to children, making them a huge poisoning risk. Lock away cleaning supplies to keep them out of children's reach and prevent accidental poisoning.
Heat, Fire, and Burn Prevention		Stoves, ovens, and lighters are the primary causes of kitchen fires and severe burns. Use heat only with an adult, keep lighters hidden on high counters, and always use potholders or mittens for hot items.
The "Dry Floor" Rule		Water on a kitchen floor can cause a big accident. Never step into the kitchen if the floor is wet until it has been dried.

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IMPORTANT DETAILS

A kitchen is a high-risk area for children, but accidents can be prevented through **adult supervision**, **proper storage**, and **smart habits**. Key precautions include keeping knives and locked cleaning supplies out of reach, using oven mittens and microwave-safe tools, turning pot handles inward to avoid spills, and keeping the floor dry to prevent slips.

Checklist for a Safe Kitchen

- ✓ Never leave them on counters; store them in drawers immediately after use.
- ✓ Always keep them in locked cabinets.
- ✓ Never use the stove or oven alone.
- ✓ Hide lighters and place them on high counters where children can't find them.
- ✓ Always use potholders or oven mittens to handle hot items.
- ✓ Turn pot/pan handles toward the back of the stove to prevent them from being knocked over.
- ✓ Never enter the kitchen if there is water on the floor to avoid slipping.
- ✓ Do not use any electrical appliances without an adult's supervision.

What are some ways you can stay safe in the kitchen?"

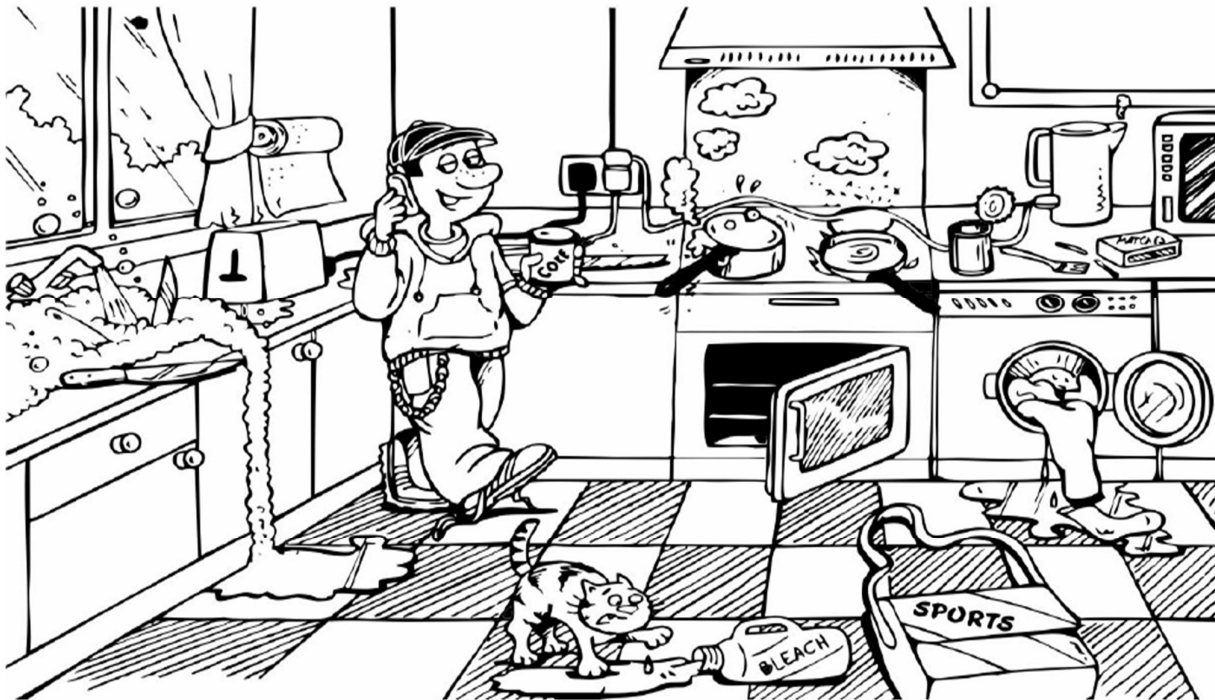
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Lower Grade Section

Exercise:

I: Circle the pictures that shows DANGER in the kitchen.

DANGERS IN THE KITCHEN

Can you circle the dangers you can spot in the kitchen?



How many dangers did you find?

ACTIVITY (Reflection):

What will you do on these situations?

1. A knife is on the counter. _____
2. Cleaning soap is on the floor. _____

Unit 1: KEEP ME SAFE

Lesson 4: Safe Streets

Vocabulary words:

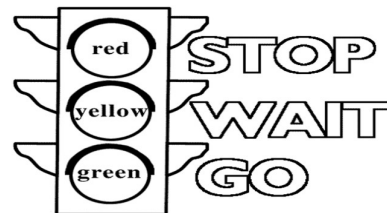
1. **Traffic Lights** - these are the red, yellow, and green lights on the street that tell cars and bikes when to stop, wait, and go so everyone stays safe.
2. **Pedestrian**- this is just a fancy word for someone who is walking. If you are walking on the sidewalk or crossing the street, you are a pedestrian!
3. **Pedestrian Spotlight** - this is a bright light at a crosswalk that shines down on people walking. It helps drivers see you clearly at night so you can cross the street safely

Lesson 4: Safe Streets

Our streets are safe for everyone passing by. They have rules, and we all follow these rules. Look at the crossroad. There are traffic lights that help drivers know when they should go or stop. Traffic lights are different colors. Each color has a meaning.



When the color is green, cars can move. When the color is red, drivers stop their cars. When the color is yellow, drivers get ready to move or stop. *If drivers do not follow traffic lights, they might have an accident.*

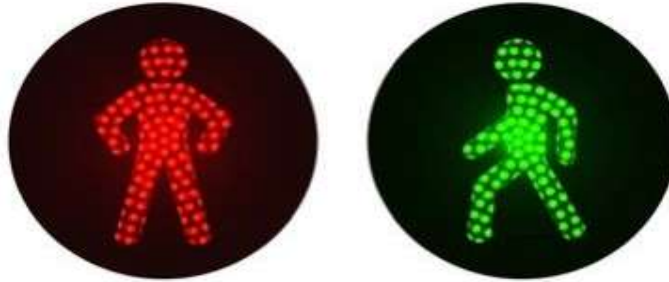


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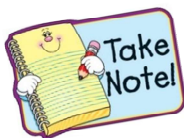
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People who walk in the streets follow special lights too. These special lights are called pedestrian stoplights. When the pedestrian stoplight is green, pedestrians, people walking on the street can cross the road. When the pedestrian stoplight is red, pedestrians wait on the sidewalks.

Our
too. These
people and
easily.



streets have special signs
help us notice disabled
help them move more



IMPORTANT DETAILS

Traffic Light Rules

Drivers and walkers must follow these colors to stay safe:

- **RED:** Means **STOP**. Drivers must stop their cars completely.
- **AMBER (Yellow):** Means **WAIT**. Drivers should get ready to move or get ready to stop.
- **GREEN:** Means **GO**. Cars are allowed to move.

If drivers do not follow these lights, they might have an **accident**.

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Pedestrian Safety

A **pedestrian** is anyone walking in the street. They have their own special lights:

- **Pedestrian Stoplights:** These often show a "walking person" symbol.
- **Green Light:** Pedestrians can safely cross the road.
- **Red Light:** Pedestrians must stop and wait on the **sidewalk**.

Special Signs for Disabilities

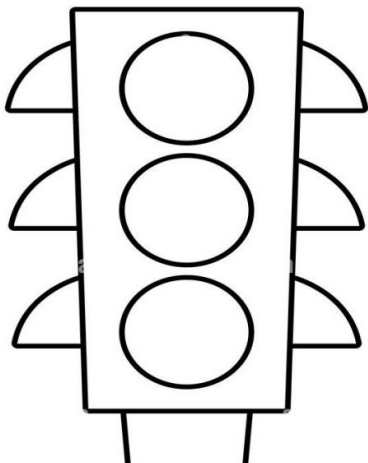
Our streets have signs to help people with disabilities move more easily:

- **Parking Sign (P with a symbol):** Shows parking spots reserved only for people with disabilities.
- **Ramp Sign:** Shows where there is a sloped path (ramp) instead of stairs to help people in wheelchairs or with mobility needs.

Why do we need to use pedestrian lane while crossing the street?

Exercise:

I: Color the picture correctly using the correct traffic light signals. Then label the picture.



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II: Answer the questions below. Write your answers on the blanks.

1. What do we call the people crossing the streets? _____
2. When do the cars stop ? _____
3. If drivers do not follow the traffic lights, they might cause an _____
4. A _____ helps a person in a wheelchair move up onto a building easily.

Why is it important for everyone (drivers and walkers) to follow the rules of the street?

AL NOOR INTERNATIONAL SCHOOL

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Unit 1: KEEP ME SAFE

Lesson 5: A Safe Neighborhood

Vocabulary words:

- 1. Policeman**- a person whose job is to keep everyone **safe** and make sure people follow the **rules** (laws) in our community
- 2. Garbage Collector** - a person who drives a big truck to **pick up our trash** and take it away so our streets stay clean
- 3. Citizen** - a person who **belongs** to a community or a country
- 4. Littering** - throwing trash or waste on the ground instead of putting it in a trash can

Lesson 5: A Safe Neighborhood

Everyone in my neighborhood is responsible.
The policeman makes sure our streets are safe area.



The garbage collector makes sure
our streets are clean.



We are also
responsible
citizens. A citizen
is a person who
belongs to a
country.

We are committed to the
safety of street animals. It
is our duty to ensure they
are never harmed and
always feel secure in our
community.



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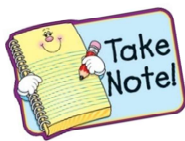
Lower Grade Section

Many neighbors help maintain local greenery. Because trees and flowers enhance the beauty



As responsible citizens, we avoid littering on our streets. When traveling by car, we never toss trash out of the windows.

When walking dogs on the sidewalk, owners pick up after their pets and dispose of waste in trash bins.



IMPORTANT DETAILS

Everyone in a neighborhood has responsibilities to help keep the community safe, clean, and beautiful.

Police officers help keep the streets safe.

Garbage collectors help keep the streets clean.

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Lower Grade Section

Responsible citizens:

- Do not throw garbage on the streets.
- Do not litter from cars.
- Help care for plants, trees, and flowers.
- Do not damage or step on plants.
- Treat animals kindly and do not hurt them.
- Clean up after their pets when walking them outside.



As a student, what can you do to help your neighborhood stay safe and clean?

Exercise:

I: Write T if the statement is True, and F if it is false.

1. A police officer's job is to help people follow the rules and stay safe. _____
2. Littering helps keep parks and playgrounds beautiful. _____
3. Garbage collectors help keep the neighborhood clean by removing trash. _____
4. It is okay to leave trash on the ground if a bin is far away. _____
5. You are a good citizen if you throw garbage on the street. _____

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Lower Grade Section

II: Write the correct word in each number below. Choose the words from the box.

citizen	safe	garbage	plants	littering
---------	------	---------	--------	-----------

1. A _____ is a person who belongs to a country.
2. We should not throw _____ on the streets.
3. Trees and flowers are _____.
4. A policeman helps keep the streets _____.
5. Throwing trash on the ground is called _____.

ACTIVITY (REFLECTION):

Write 3 sentences about how people can help their community.

1. _____.
2. _____.
3. _____.

AL NOOR INTERNATIONAL SCHOOL
Lower Grade Section

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Unit 2: NATURE AROUND ME

Lesson 1: Weather and Climate

Vocabulary words:

1. **Weather** – What the air is like outside right now (hot, cold, sunny, rainy, windy, etc.).
2. **Climate** – The kind of weather a place usually has over a long time (like always hot and dry, or cold and snowy).
3. **Region** – A big area of land that shares the same features, like the same weather, plants, or land type.
4. **Weather forecaster** – A person who studies the sky and air to tell what the weather will be like tomorrow or later in the week.

Lesson 1: Weather and Climate

Look outside your window.
Is it hot or cold? Is it cloudy or rainy?
That's the weather right now.

Weather can change every day.
It might be hot in the morning and cold in the afternoon.

Now think about Saudi Arabia.
It is a hot country. It has been hot for a very long time. That means Saudi Arabia has a hot climate.

Climate is what the weather is usually like for **many, many years** (more than 30 years!). Other countries in the same **region** (like the UAE and Bahrain) also have a hot climate.



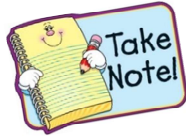
Climate is the overall weather, and it differs from one region to another. Some regions such as Canada and Australia might be very cold. Other regions might be very hot.

2 Weather changes every day. It might be sunny, windy, warm, snowy, or cold. Weather forecasters are people who tell us what the weather will be like every day. They might appear on the news on TV, or we might hear them on the radio.



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Lower Grade Section



IMPORTANT DETAILS

Word	What it means	Example
Climate	Overall weather over many years	Canada is cold. Australia is hot.
Weather	Changes every day	Today is sunny and warm.
Region	A big area of land	Middle East, North America
Weather Forecaster	Tells today's and tomorrow's weather	Person on TV news

Describe the weather in your city. What does it like ?

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Lower Grade Section

Exercise:

Use the weather forecast to answer the questions.

<u>Mon</u>	<u>Tue</u>	<u>Wed</u>	<u>Thu</u>	<u>Fri</u>	<u>Sat</u>	<u>Sun</u>
						
sunny	sunny	partly cloudy	cloudy and windy	rainy and windy	partly cloudy	sunny
78	74	68	61	53	65	72

What will the temperature be on Monday? _____

Which day will be the coldest? _____

Which day will be the warmest? _____

What would you wear on Tuesday? _____

What would you wear on Saturday? _____

If you have an outing to the park planned for Saturday, do you think you will go? Why or why not? _____

ACTIVITY (Reflection):

Describe the weather in your city today and draw a picture to describe it.

Unit 2: NATURE AROUND ME

Lesson 2: Natural Disasters

Vocabulary words:

1. **Natural disaster** – A very big and dangerous event in nature that can hurt people or damage homes and land.
2. **Earthquake** – When the ground suddenly shakes and moves because rocks deep under the Earth's surface shift.
3. **Flood** – When too much water covers land that is usually dry, often from heavy rain or a river overflowing.
4. **Tsunami** – A giant wave or a series of huge waves in the ocean, usually caused by an earthquake under the sea.
5. **Tornado** – A fast-spinning column of air that reaches down from a dark cloud to the ground, like a twisting funnel.
6. **Avalanche** – When a large amount of snow and ice slides quickly down a steep mountain.
7. **Emergency kit** – A bag or box filled with important things you need to stay safe during a disaster, like water, food, a flashlight, bandages, and a whistle.

Lesson 2: Natural Disasters

Changes in nature occur in various ways. At times, the **weather** may become extremely cold, while the **climate** of a specific region might shift over a long period, becoming significantly hotter. When these environmental changes occur, they can lead to **natural disasters**, which are events that can cause harm to people or result in damage to their property and belongings.

Key Types of Natural Disasters

Earthquakes

An earthquake is a type of natural disaster where the ground and everything around you begins to shake. These events happen very quickly; while they can range from weak to incredibly strong, most earthquakes conclude within a single minute.



Floods

A flood occurs when an excessive amount of water flows over land that is usually dry, covering it completely. This water often overflows from nearby rivers or lakes, spreading out to submerge a wide area of land.



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Lower Grade Section

Tsunamis

A tsunami is a disaster characterized by massive waves of water that flow over and cover the land. These powerful waves are typically caused by an earthquake occurring deep beneath the sea or ocean floor.



More Natural Disasters

Tornado

A tornado is a powerful, fast-moving wind that forms into a funnel shape and makes contact with the ground. Because they are incredibly fast and dangerous, they have the power to destroy everything located in their path.



Avalanche

An avalanche occurs when a large layer of snow breaks away and slides down a hill or mountain. As it moves downward, it covers and buries everything beneath it.



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Lower Grade Section

Emergency Preparedness

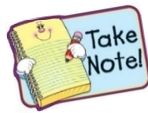
It is vital to have an **emergency kit** (also known as a first aid kit) ready. These kits are helpful during a natural disaster or if someone gets injured.

Common items found in an emergency kit include:

- Bandages
- Burn cream
- Rubbing alcohol
- Flashlights

Critical Thinking: What are some other important items you might need in an emergency kit?

(Consider things like bottled water, non-perishable food, or a battery-powered radio).



IMPORTANT DETAILS

Disaster	Key Characteristics	Impact
Earthquake	The ground shakes very quickly, usually lasting less than one minute.	Can range from weak to strong, causing everything around to shake.
Flood	Occurs when excessive water from rivers or lakes overflows onto land.	Submerges wide areas of land that are typically dry.
Tsunami	Massive waves caused by underwater earthquakes in the sea or ocean.	Large volumes of water flow over and cover the land.
Tornado	Fast-moving wind that forms a funnel shape and touches the Earth.	Highly dangerous; they destroy everything in their direct path.
Avalanche	A large layer of snow that breaks away and slides down a hill.	Buries and covers everything located beneath the slide.

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Lower Grade Section

Emergency Preparedness

A critical detail for safety is the maintenance.

of an **emergency or first aid kit**.

This is designed to help when a disaster strikes or when an injury occurs.

Essential kit contents include:

Medical Supplies

Bandages, burn cream, and rubbing

Tools

Flashlights and stethoscopes (as pictured kit).

General Safety

These kits provide immediate assistance until further help is available.

Exercises:

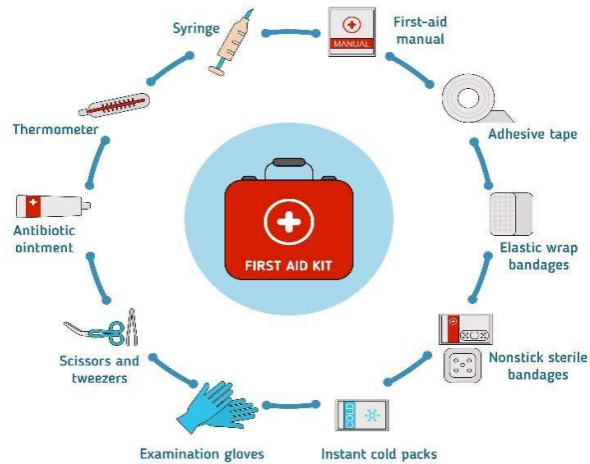
I: Which weather or safety term is this?

1. It is the overall weather of a region over a long time _____
2. The sky is blue and the sun is bright today _____
3. I need a flashlight and bandages if there is a disaster _____
4. The wind is moving very fast, but it is not a funnel _____
5. Someone is on TV telling us if it will be snowy tomorrow _____

II: Choose the best answer.

1. What should you use if someone has a small cut?
a. burn cream b. bandages
2. What can help clean a wound to prevent infection?
a. rubbing alcohol b. a flashlight
3. What might you need if you need to see in a dark room?
a. bandages b. a flashlight

First-aid kits: Basic supplies



alcohol.

in the

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Lower Grade Section

III: Exercise:

Omar is going on a camping trip. He needs to prepare an emergency kit. Which items will he choose? Color 5. Write their names.



1. _____
2. _____
3. _____
4. _____
5. _____

Unit 2: NATURE AROUND ME

Lesson 3: Pollution in our World

Vocabulary words:

1. **Air Pollution:** Caused by smoke from cars and factories. It makes the air hard to breathe.
2. **Water Pollution:** Occurs when trash or chemicals are thrown into rivers and oceans. It harms fish and makes water unsafe to drink
3. **Land Pollution:** Happens when we litter or dump trash on the ground instead of using a bin

Lesson 3: Pollution in our World

Pollution happens when the environment—the air, water, or land—becomes dirty or unsafe for people, animals, and plants. There are three main types:



Water pollution happens when garbage or chemicals are thrown into ponds, rivers, or the sea, or left on the shore.

Causes: It is caused by people littering and by ships that dump dirt or oil into the sea. This type of pollution harms the life of sea animals, and in some cases, it can even cause them to die.

Land pollution occurs when garbage fills up the streets or piles up in places where it doesn't belong.

Causes: Garbage and litter accumulation, deforestation, or cutting down trees in forests, and failing to take proper care of plants.



Air pollution happens when the air we breathe becomes dirty or filled with harmful substances.



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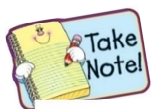
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- Causes:** It is primarily caused by smoke and gases released from cars, buses, and large factories. Breathing polluted air can make people feel sick and can harm animals and plants that need clean air to survive.



Critical Thinking Questions:

What do you do with your garbage when you go on a trip?
Would you like to plant more trees?



IMPORTANT DETAILS

Pollution Type	Source of the Problem	What is Affected?
Air	Vehicles and Factories	Lungs, animals, and plants
Water	Littering and Ships	Fish and sea animals
Land	Trash piles and cutting trees	Streets, soil, and forests

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Exercises:

I: Write T if the statement is True, and F if the statement is False.

1. Air pollution is caused by smoke from cars and factories. _____
2. Water pollution only happens in the ocean. _____
3. Cutting down trees in forests adds to land pollution. _____
4. Clean air is important for people, animals, and plants. _____
5. Throwing our garbage everywhere will not cause pollution. _____

I: Write the type of pollution each picture shows.

Land pollution	Air pollution	Water pollution
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Unit 2: NATURE AROUND ME

Lesson 4: Plant and Animal Life

Vocabulary words:

- 1. Endangered-** this means there are very few of a certain kind of animal left on Earth. It is a "warning sign" that these animals need our help right now so they do not disappear.
- 2. Extinct:** this means that a specific type of animal has completely disappeared from the world. There are none left anywhere, and we will never see a live one again

Lesson 4: Plant and Animal Life

The Earth is changing, and this affects every living thing.

Climate Change: The Earth is becoming a warmer place, changes the living conditions for plants and animals.



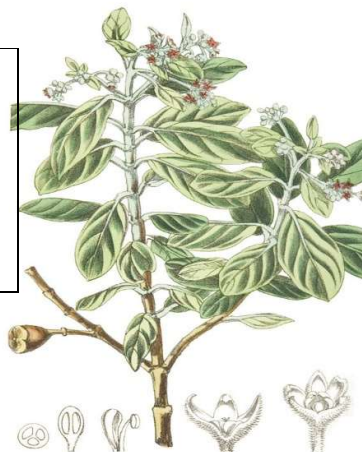
which

Habitat Loss: When people cut down trees or build on the land, they take away the space and trees that animals need to survive.

Pollution: Changes in how we use the land and the pollution we create are also affecting their lives.

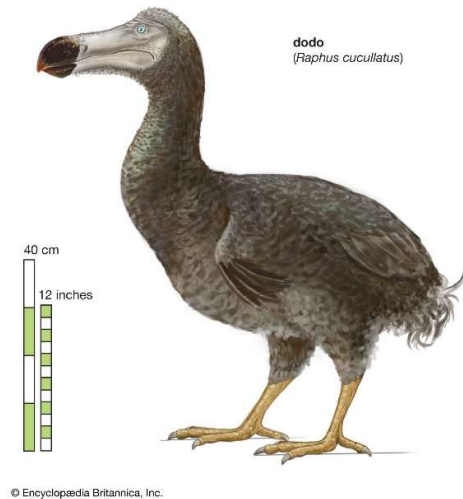


Saint Helena Olive Tree is a completely extinct species of flowering tree that was endemic to the remote island of Saint Helena in the South Atlantic Ocean. Despite its common name, it was **not a true olive**. It became extinct in 1994.



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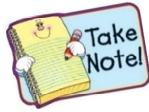
The Dodo Bird: was an **extinct, flightless bird** native exclusively to the island of **Mauritius** in the Indian Ocean. **It became extinct in 1662.**

The **Baiji White Dolphin** also known as the Yangtze River dolphin, is a **functionally extinct freshwater dolphin** native exclusively to the Yangtze River system in China. **It became extinct in 2002.**



AL NOOR INTERNATIONAL SCHOOL

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IMPORTANT DETAILS

Because of these changes, many species face serious risks:

- **Endangered:** Animals or plants that are in danger and might disappear if we do not help them.
- **Extinct:** This means the plant or animal does not exist anymore anywhere on Earth.

When animals and plants become **extinct**, it means they no longer exist anywhere on Earth.

Extinct Species	Year of Extinction
Dodo Bird	1662
Saint Helena Olive Tree	1994
Baiji White Dolphin	2002

CRITICAL THINKING QUESTION :

Why do you think some animals disappear forever while others are able to survive?

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Exercises:

I: Fill in the year these species became extinct:

1. The Dodo bird: _____
2. The Baiji White Dolphin: _____
3. The Saint Helena Olive Tree: _____

II: Circle the letter of the correct answer.

1. What does "extinct" mean?
 - a) The animal is sleeping.
 - b) The animal does not exist anymore.
 - c) There are many of these animals.

2. Why is Earth becoming a harder place for some animals to live?
 - a) It is becoming cooler.
 - b) It is becoming a warmer place.
 - c) There are too many trees.

Reflection Activity:

Can you name an animal or plant that is in danger today and might disappear? Draw a picture of that animal in its natural home (like a forest or ocean) and write one thing we can do to keep its home safe.

Unit 2: NATURE AROUND ME

Lesson 5: Special Places to Remember

Vocabulary words:

1. **Wonders** are incredible places, buildings, or natural sights that are so beautiful, huge, or difficult to make that they fill us with surprise and admiration.

Lesson 5: Special Places to Remember

Our world has many special places. Some of these places are natural wonders while others were made by people. The list of wonders has changed over the years, yet it has always included seven special places, called the Seven Wonders of the World.

Great Pyramids of Giza: These are massive stone tombs built in Egypt thousands of years ago for kings called Pharaohs. They are the only ancient wonder still standing today.



Colossus of Rhodes: This was a giant bronze statue of the Greek sun god, Helios. It stood as tall as a modern 10-story building at the entrance of a harbor in Greece before it was destroyed by an earthquake.

Leaning Tower of Pisa: A famous bell tower in Italy known for tilting to one side. It began to lean because the ground underneath it was too soft to hold its weight.



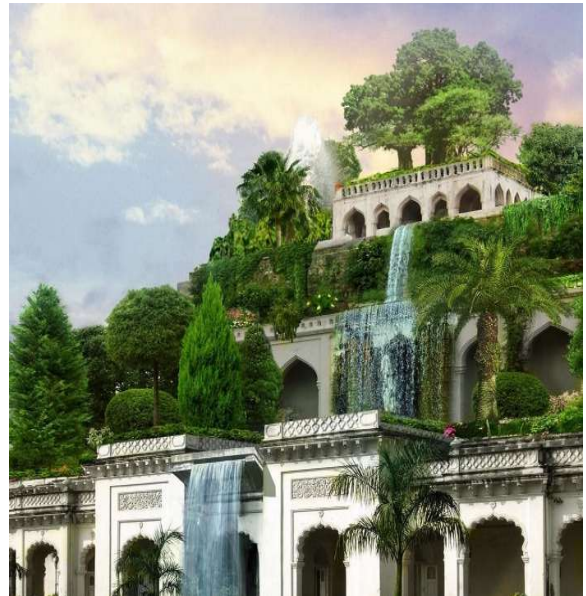
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Petra: Located in Jordan, this is an ancient city where buildings were carved directly into red desert rocks and cliffs. It is often called the "Rose City."

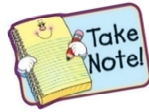
The Hanging Gardens of Babylon in Iraq are celebrated as one of the Seven Wonders of the Ancient World. The gardens look like a green mountain with many types of shrubs, trees, and vines.



Great Wall of China: A very long wall made of stone, brick, and wood that stretches across northern China. It was built long ago to protect the country from enemies.

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IMPORTANT DETAILS

Ancient vs. Modern

Some of these wonders (like the Gardens or the Colossus) no longer exist, while others (like the Pyramids and the Great Wall) can still be visited today. These wonders were built using simple tools and materials like stone, bronze, and even packed earth.

CRITICAL THINKING QUESTION:

Why do we need to protect the different wonders of the world?

Exercises:

Wonder	Location	Main Material	Status Today
Great Pyramids	Egypt	Limestone & Granite	Standing
Colossus	Greece	Bronze & Iron	Destroyed
Hanging Gardens	Iraq	Mud Bricks	Lost
Great Wall	China	Stone & Brick	Standing
Petra	Jordan	Natural Rock	Standing
Pisa	Italy	Marble & Stone	Standing (and lean

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Exercise 1: Match the Wonders to their countries.

Petra

Italy

Great Wall of China

Iraq

Pyramids of Giza

Jordan

Colossus of Rhodes

China

Hanging Gardens of
Babylon

Greece

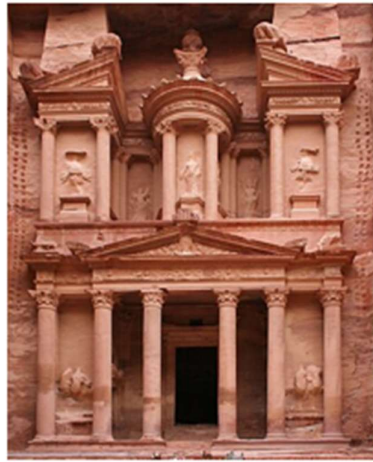
Leaning Tower of Pisa

Egypt

AL NOOR INTERNATIONAL SCHOOL

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II: Write the names of the different wonders.



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AL NOOR INTERNATIONAL SCHOOL

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UNIT:3: MAKING CHOICES

Lesson 1: A Well Mannered Me

Vocabularies:

1. **Manners** – Polite ways of speaking and acting with others.
2. **Respect** – Treating people kindly and caring about their feelings.
3. **Polite** – Using kind words and good behavior with others.
4. **Behavior** – The way a person acts or behaves.

Good manners are polite ways of behaving toward others. Manners help people show kindness, respect, and care in their daily lives. Children use good manners at home, school, and public places to make others feel happy and comfortable. Saying polite words such as “please,” “thank you,” “sorry,” and “excuse me” helps people communicate respectfully with one another.

Well-mannered children listen carefully when others are speaking and wait for their turn to talk. They greet teachers, parents, and friends politely and show respect to everyone around them. Good manners also include helping others, sharing, following rules, and speaking kindly. When children practice good manners every day, they build strong friendships and positive relationships.

Good manners create a peaceful and friendly environment. People enjoy being around those who are polite and respectful. Manners are important because they help communities work together happily. By practicing good manners, children become responsible and caring members of society.



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Lower Grade Section

Good Manners Words

Little Brothers Fun



PLEASE
(When I ask nicely)



SORRY
(When I make a mistake)



THANK YOU
(When I get help or a gift)



EXCUSE ME
(When I want to pass or talk)



IMPORTANT DETAILS



- Good manners show **respect** for others.



- Polite words help build **friendships**.



- Respectful behavior creates a **positive** environment.



- Listening** carefully when others speak shows kindness and respect.



- Using good manners at home, school, and public places helps everyone feel **comfortable** and **valued**.



- Saying "**please**" and "**thank you**" shows politeness.



- Sharing** and being thoughtful create happiness for everyone.



- Helping** others makes the world a better place.



- Following rules** and being responsible shows that we care for others.



- Using **kind words** like "sorry" and "excuse me" shows we care.



- Good manners** make us special and help us become better people every day.



AL NOOR INTERNATIONAL SCHOOL
Lower Grade Section

Answer the following:

I. Fill in the Blanks with the correct word from the box:

carefully	polite	kindness	respected	respect
-----------	--------	----------	-----------	---------

1. We should use _____ words.
2. Good manners show _____.
3. Respect means treating others with _____.
4. We should listen _____ when others speak.
5. Polite behavior makes people feel _____.

II. Match the Following words in column A with the words in column B:

Column A	Column B
1. Please	a. Kind treatment
2. Respect	b. Polite word
3. Thank you	c. Show respect
4. Listen	d. Good manners
5. Help others	e. Kind action

AL NOOR INTERNATIONAL SCHOOL
Lower Grade Section

III. State True or False for the following statements:

1. _____ 1. Good manners mean being rude.
2. _____ Polite words show respect.
3. _____ We should interrupt others.
4. _____ Helping others is respectful.
5. _____ Good manners build friendships.

IV. Answer the following questions in word:

1Q: What do we call polite ways of speaking and acting?

2Q: What word do we say when we receive something?

3Q: How should we treat others?

4Q: What kind of behavior hurts others' feelings?

5Q: What word shows kindness when asking for help?

AL NOOR INTERNATIONAL SCHOOL
Lower Grade Section

V. Critical Thinking Question (Think and Share):

Q1. Why do you think manners are important in our daily interactions, and how can we distinguish between well-mannered behavior and rude behavior?

VI. Activity (Reflection):

1. **Manners Charades:** Students act out good and bad manners while classmates guess the behavior being shown.
2. **Polite Words Match-Up:** Students match situations with the correct polite expressions such as *please*, *thank you*, *sorry*, and *excuse me*.
3. **Manners Poster Activity:**

Create colorful posters showing examples of good manners in daily life.

UNIT:3: MAKING CHOICES

Lesson 2: My Healthy Habits

Vocabularies:

1. **Healthy** – Good for the body and helps us stay strong.
2. **Junk** – Unhealthy food with too much sugar, salt, or fat.
3. **Personal Hygiene** – Keeping our body clean to stay healthy.



Healthy habits are actions that help keep our body and mind strong and active. Children need healthy habits to grow properly and stay energetic throughout the day. Eating healthy food such as fruits, vegetables, milk, eggs, and grains gives the body nutrients and energy. Drinking enough water is also important because it keeps the body hydrated and healthy.

Exercise and physical activities help strengthen muscles and bones. Running, playing sports, stretching, and outdoor games keep the body active and fit. Children should also get enough sleep every night because rest helps the brain and body recover and stay focused during school and activities.

AL NOOR INTERNATIONAL SCHOOL

Lower Grade Section

Personal hygiene is another important healthy habit. Brushing teeth twice a day, washing hands regularly, taking baths, and wearing clean clothes help prevent sickness and keep the body clean. Healthy habits improve concentration, confidence, and overall well-being. When children follow healthy routines daily, they can enjoy a happy and active life.

HEALTHY HABITS, HAPPY LIFE!

Personal hygiene (like washing hands and brushing teeth) keeps our body clean and prevents sickness.

Healthy eating provides our body with energy and nutrients to grow strong.

Adequate rest helps our body and brain stay active and healthy.

Regular exercise keeps our heart strong, builds muscles, and improves our mood.

Drinking enough water keeps our body hydrated and helps us think better.

Keeping our surroundings clean helps prevent germs and keeps us safe.

Practicing these habits daily keeps us strong, happy, and free from diseases.

Healthy habits help us focus in school, play safely, and feel good every day.

Small habits today, healthy life tomorrow!

AL NOOR INTERNATIONAL SCHOOL
Lower Grade Section



TIME TO PRACTICE



GOOD HABITS BRIGHT FUTURE!



STAY CLEAN

Wash hands and brush teeth every day!



EAT HEALTHY

Eat fruits and vegetables. They make you strong!



GET ENOUGH REST

Sleep on time and wake up fresh!



DRINK WATER

Drink plenty of water every day!



EXERCISE DAILY

Play and exercise to keep your body fit!



KEEP SURROUNDINGS CLEAN

A clean place keeps us healthy and safe!

★ Exercise 1: Complete the sentences.

1. You finished practicing football, and you are very sweaty. You should _____.



2. You are preparing to go to school in the morning. Make sure your hair and teeth are _____, clean, and tidy _____.



3. You are getting ready to go to bed. Don't forget to _____.



4. Something is wrong with your nails. They need _____.



5. Your friends are ordering food for dinner. You choose _____.



6. You are in the bathroom. You should not leave before _____.



Small habits today,
healthy life tomorrow!



AL NOOR INTERNATIONAL SCHOOL

Lower Grade Section

Answer the following:

I. Fill in the Blanks with the correct word from the box:

strong	healthy	energy	clean	well
--------	---------	--------	-------	------

1. Healthy food gives us _____.
2. We should sleep _____ at night.
3. Brushing teeth keeps them _____
4. Exercise keeps our body _____
5. We should wash our hands to stay _____

II. Match the Following words in column A with the words in column B:

Column A	Column B
1. Exercise	a. Healthy drink
2. Water	b. Clean hands
3. Sleep	c. Healthy food
4. Soap	d. Healthy body
5. Vegetables	e. Rest

III. State True or False for the following statements:

1. _____ Junk food is healthy.
2. _____ Exercise helps our body.
3. _____ We should sleep late every day.
4. _____ Washing hands prevents sickness.
5. _____ Healthy habits keep us strong.

AL NOOR INTERNATIONAL SCHOOL
Lower Grade Section

IV. Critical Thinking Question (Think and Share)

1Q: Why is it important to follow a daily routine?

2Q: What might happen if we do not eat a balanced diet?

3Q: How does exercise help our body besides keeping us fit?

4Q: Why is drinking enough water important for our body?

5Q: What can happen if we do not get enough sleep?

V. Activity (Reflection):

1. **Simon Says (Healthy Edition)** → “Brush your teeth!”, “Wash your hands!”, “Eat fruits!” **Activity: Daily**
2. **Routine Chart** → Students draw morning/evening habits (brushing teeth, eating healthy).

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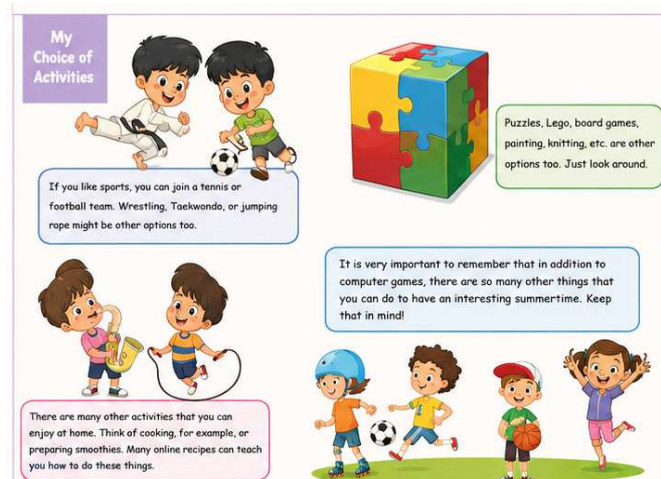
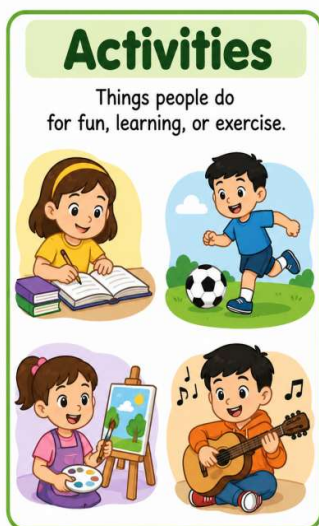
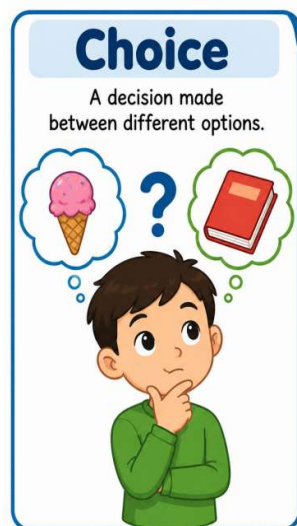
UNIT:3: MAKING CHOICES

Lesson 3: My Choice of Activities

Vocabularies:

Choice – A decision made between different options.

Activities – Things people do for fun, learning, or exercise.



Children take part in many activities every day. Some activities are educational, while others are done for fun and relaxation. Choosing useful and positive activities helps children learn new skills and become more creative and responsible. Activities such as reading books, drawing, sports, music, puzzles, and helping others improve both the mind and body.

Hobbies are activities people enjoy during their free time. Hobbies help children discover their talents and interests. Reading improves knowledge and imagination, while sports improve fitness and teamwork. Art and music activities encourage creativity and self-expression. Positive activities also help children develop confidence and communication skills.

Children should balance their activities wisely. Spending too much time on screens or unhealthy activities may affect learning and health. Good choices help children use their time productively and enjoy meaningful experiences. Choosing safe, healthy, and useful activities helps children become skilled, active, and happy individuals.

AL NOOR INTERNATIONAL SCHOOL

Lower Grade Section

1 Activities help children learn new skills, stay active, and have fun.



2 Hobbies help children discover their talents and interests during free time.



**Positive
Activities
Make Us
Better!**

3 Reading, sports, art, and music improve creativity, teamwork, and confidence.



4 Positive activities help children develop good communication and responsible behavior.



5 Children should balance their activities wisely and avoid spending too much time on screens.



Choose Positive Activities, Build a Better Future! ❤️

AL NOOR INTERNATIONAL SCHOOL
Lower Grade Section



TIME TO PRACTICE

Exercise 1: You are going to prepare your summer schedule by choosing from the activities listed below and filling in your chart. Add an X in the box to show the number of times you will practice each activity.

Answers depend on learners' choices.

1. Build something out of unneeded material.
 2. Join swimming classes.
 3. Go on a camping trip.
 4. Listen to favorite songs.
 5. Learn how to cook your favorite meals.
 6. Hide something and make a treasure map.
 7. Play on the trampoline or swings.
 8. Make bracelets using beads or other material.
- Add a few more activities to your list before you start.
9. _____
 10. _____
 11. _____

My Summer Activities			
Activity	Daily	Weekly	Once



AL NOOR INTERNATIONAL SCHOOL
Lower Grade Section

Answer the following:

I. Fill in the Blanks with the correct answers from the box.

skills	together	enjoy	healthy	knowledge
--------	----------	-------	---------	-----------

1. Reading books improves our _____
2. Sports help our body stay _____
3. A hobby is an activity we _____
4. Teamwork means working _____
5. Good activities help us learn new _____

II. State True or False for the following statements:

1. _____ Watching TV all day is healthy.
2. _____ Reading is a useful activity.
3. _____ Sports improve fitness.
4. _____ Hobbies can develop talents.
5. _____ Activities should always be unsafe.

III. Critical Thinking Question (Think and Share) :

Q1. Why is it important to make reasonable choices about our activities, and what are the potential consequences of spending too much time being idle, such as watching TV or playing video games?

AL NOOR INTERNATIONAL SCHOOL

Lower Grade Section

Q2. Why is it important to choose different types of activities in a day?

Q3. Why should we think before choosing an activity?

IV. Activity (Reflection):

1. **Mystery Hobby Mime** – Students act out different hobbies without speaking while classmates guess the activity.
2. **Activity Choice Board** – Students select their favourite activities from a board and briefly explain their choices.
3. **Listen and Guess Activities** – Teacher describes hobbies orally and students listen carefully to identify and name the activity.

UNIT:3: MAKING CHOICES

Lesson 4: Lead or Follow

Vocabularies:

Follower – A person who listens to and supports a leader.

Leader – A person who guides and helps others.



Leaders and followers both play important roles in groups and teams. A leader is a person who guides, supports, and helps others work together. Good leaders are responsible, kind, honest, and respectful. They listen to others' ideas, solve problems peacefully, and encourage teamwork.

Followers are also important because they cooperate, listen carefully, and support the team's goals. Good followers respect rules, help others, and work responsibly. Teamwork becomes successful when leaders and followers communicate clearly and help one another.

Confidence and respect are important qualities in both leaders and followers. Children can become leaders by making good decisions, helping classmates, and setting positive examples. Working together teaches responsibility, cooperation, and kindness. Strong teamwork helps groups achieve success and build positive friendships.

AL NOOR INTERNATIONAL SCHOOL

Lower Grade Section

★ Important Details ★

1 Leaders guide and support the team.

A leader is a person who guides, supports, and helps others work together.



2 Good leaders have important qualities.

- Responsible
- Kind
- Honest
- Respectful



3 Good leaders listen, solve problems, and encourage teamwork.

- Listen to others' ideas
- Solve problems peacefully
- Encourage teamwork



4 Followers are important team members.

- Cooperate
- Listen carefully
- Support the team's goals
- Respect rules
- Help others
- Work responsibly



5 Teamwork is successful when leaders and followers work together.

Clear communication and helping one another lead to success.



6 Confidence and respect are important for everyone.

- Be confident in yourself
- Respect others
- Value each person's ideas and feelings



7 Children can become leaders.

- Make good decisions
- Help classmates
- Set positive examples



8 Working together builds success and strong friendships.

Teamwork teaches responsibility, cooperation, and kindness.



★ Strong Leaders + Supportive Followers = Successful Team! ★

AL NOOR INTERNATIONAL SCHOOL

Lower Grade Section

Time to Practice

Exercise 1: Read and answer the questions.



Rabih does not like to do anything on his own. He asks Samia about everything he wants to do. If Samia tells him to participate in another activity, he does that. Sometimes, Samia decides what Rabih has to eat too. He never complains.

1. Who is the leader, and who is the follower in the story?

2. Write two things that show what a follower does.

- ---
- ---

3. Would you like to be like Samia or Rabih? Why?



AL NOOR INTERNATIONAL SCHOOL
Lower Grade Section

Time to
Practice

Exercise 2: Look at the picture.
Find out who the leader is and
who the followers are.



followers

leader

Is it important to have a leader in a musical band? Why?

Can you think of another job that depends on a good leader?

AL NOOR INTERNATIONAL SCHOOL

Lower Grade Section

Answer the following:

I. Fill in the Blanks with the correct answers from the box.:

carefully	success	others	Confidence	team
-----------	---------	--------	------------	------

1. A leader guides _____
2. Teamwork helps groups achieve _____.
3. Followers should listen _____:
4. _____ means believing in yourself
5. Good leaders help their _____.

II. State True or False for the following statements:

1. _____ Leaders should be rude.
2. _____ Followers should cooperate.
3. _____ Teamwork helps people succeed.
4. _____ Confidence is important.
5. _____ Good leaders do not help others.

III. Critical Thinking Question (Think and Share) :

Q1. Why is telling the truth important in leadership, and what qualities differentiate a follower from a leader?

AL NOOR INTERNATIONAL SCHOOL

Lower Grade Section

Q2. What may happen if everyone tries to be a leader at the same time?

Q3. Why are both leadership and following important in daily life activities?

IV. Activity (Reflection):

1. **Leader & Follower Role Play** – Students act in groups where one becomes the leader and others follow instructions to complete a simple task.
2. **Team Mission Challenge** – Groups work together to complete a classroom task where one student guides and others cooperate to achieve a shared goal.

AL NOOR INTERNATIONAL SCHOOL

Lower Grade Section

UNIT:3: MAKING CHOICES

Lesson 5: Choice of Friends

Vocabularies:

1. **Positive Relationship** – A healthy and caring connection between people.
2. **Peer Pressure** – Influence from friends that can affect our choices and actions.

Friendship is an important part of life. Good friends care for one another, share kindly, and support each other during happy and difficult times. Friends should be honest, respectful, trustworthy, and encouraging. Choosing good friends helps children make positive choices and develop strong values.

Friends can influence behavior and decisions. Positive friends encourage kindness, good manners, teamwork, and responsibility. However, negative peer pressure may lead children to make poor choices. Children should learn to choose friends who respect others and encourage good behavior.

Trust and communication are important in friendships. Friends should solve problems peacefully, listen carefully, and forgive one another when mistakes happen. Good friendships help children feel confident, safe, and happy. By choosing caring and supportive friends, children can build healthy and lasting relationships.

IMPORTANT DETAILS

1 FRIENDSHIP IS IMPORTANT.

Good friends care for one another, share kindly, and support each other during happy and difficult times.

Honest
 Respectful
 Trustworthy
 Encouraging

Choosing good friends helps children make positive choices and develop strong values.

2 FRIENDS INFLUENCE OUR BEHAVIOR AND DECISIONS.

Positive friends encourage kindness, good manners, teamwork, and responsibility.

Negative peer pressure may lead children to make poor choices.

3 TRUST AND COMMUNICATION ARE IMPORTANT.

Friends should:

- ✓ Listen carefully
- ✓ Talk honestly
- ✓ Share their feelings
- ✓ Keep secrets and trust

Good communication builds strong and lasting friendships.

4 FRIENDS SOLVE PROBLEMS PEACEFULLY.

- ✓ Talk and understand each other
- ✓ Apologize when wrong
- ✓ Forgive one another

Solving problems peacefully keeps friendships strong.

5 GOOD FRIENDSHIPS HELP CHILDREN FEEL:

- ✓ Confident
- ✓ Safe
- ✓ Happy
- ✓ Accepted

Good friends make life better and more enjoyable!

6 CHOOSE CARING AND SUPPORTIVE FRIENDS.

Choose friends who:

- ✓ Respect others
- ✓ Encourage good behavior
- ✓ Support your goals
- ✓ Help you be the best you can be

Healthy friendships build a happy and successful future.

GOOD FRIENDS TODAY, BEST FRIENDS FOREVER!

AL NOOR INTERNATIONAL SCHOOL
Lower Grade Section



TIME TO PRACTICE

Exercise 1: Does the sentence show good or bad friendship? Choose Yes or No.

1. Your friend is sick, and he did not go to school.
You call him to check on his health.

Yes

No

2. Your friend cheats during the science period.
You do not tell him anything.

Yes

No

3. Your friend uses bad language when speaking to
you. You do not tell her not to speak like that.

Yes

No

4. Your friend has been crying since morning. You
stay with her and try to tell her some jokes, so
she feels better.

Yes

No

Is there
someone who
hurts your
feelings in the
class?

What did you
do about it?

AL NOOR INTERNATIONAL SCHOOL

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Answer the following:

I. Fill in the Blanks with the correct answers from the box.:

friendships	respect	choices	kind	behavior
-------------	---------	---------	------	----------

1. Good friends show _____.
2. Trust helps build strong _____.
3. Friends should encourage good _____.
4. Kind people are _____.
5. We should choose friends carefully to make good _____.

II. State True or False for the following statements.

1. _____ Good friends encourage bad behavior.
2. _____ Kindness helps friendships grow.
3. _____ Respect is important in friendship.
4. _____ Peer pressure can affect choices.
5. _____ Trust builds strong friendships.

III. Critical Thinking Question (Think and Share) :

Q1. How can we distinguish between positive and negative peer pressure, and what qualities are important for maintaining healthy friendships and being a good friend?

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Q2. How should a good friend behave?

IV. Activity (Reflection):

1. **Pair Role-play:** Practice helping a friend who is sad.
2. **Friendship Tree** → On paper leaves, write/draw qualities of a good friend, attach to a tree chart.

AL NOOR INTERNATIONAL SCHOOL
Lower Grade Section



UNIT 3: MAKING CHOICES
UNIT REVIEW WORKSHEET



Name: _____ Date: _____

A. Choose the correct answer and circle it

1. What do good manners help us show?

- a) Anger
- b) Respect and kindness
- c) Laziness
- d) Fear



2. Which is a healthy habit?

- a) Eating junk food
- b) Sleeping late every day
- c) Brushing teeth daily
- d) Skipping meals



3. What should we do before choosing an activity?

- a) Think carefully
- b) Copy friends
- c) Waste time
- d) Ignore options



4. A good leader should be:

- a) Rude
- b) Bossy only
- c) Responsible and kind
- d) Quiet always



5. What is peer pressure?

- a) Learning from book
- b) Friends influencing our choices
- c) Playing alone
- d) Sleeping early



6. Which word shows politeness when asking for help?

- a) Sorry
- b) Please
- c) Bye
- d) No



7. What happens if we do not get enough sleep?

- a) We become strong
- b) We feel tired and weak
- c) We become taller
- d) We become faster



8. A follower in a group usually:

- a) Gives all orders
- b) Ignores others
- c) Supports and follows instructions
- d) Works alone



9. Which is an example of positive peer pressure?

- a) Encouraging study
- b) Forcing bad habits
- c) Cheating in games
- d) Ignoring rules



10. Why should we balance activities?

- a) To waste time
- b) To stay healthy and active
- c) To avoid friends
- d) To sleep all day



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TIME TO PRACTICE

Exercise 1: Does the sentence show good or bad friendship? Choose Yes or No.

1. Your friend is sick, and he did not go to school. You call him to check on his health.

Yes

No

2. Your friend cheats during the science period. You do not tell him anything.

Yes

No



3. Your friend uses bad language when speaking to you. You do not tell her not to speak like that.

Yes

No

4. Your friend has been crying since morning. You stay with her and try to tell her some jokes, so she feels better.

Yes

No



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B. TRUE OR FALSE

(Write T for True and F for False)

- _____ 1. Manners help us show respect to others.
- _____ 2. Junk food is a healthy habit.
- _____ 3. Reading helps improve thinking skills
- _____ 4. A leader always follows others without thinking
- _____ 5. Peer pressure can be both good and bad.
- _____ 6. We should always choose only fun activities
- _____ 7. Good friends support and help each other.
- _____ 8. Not sleeping enough can affect our health
- _____ 9. Followers never help in group work.
- _____ 10. Saying "please" and "thank you" shows politeness.



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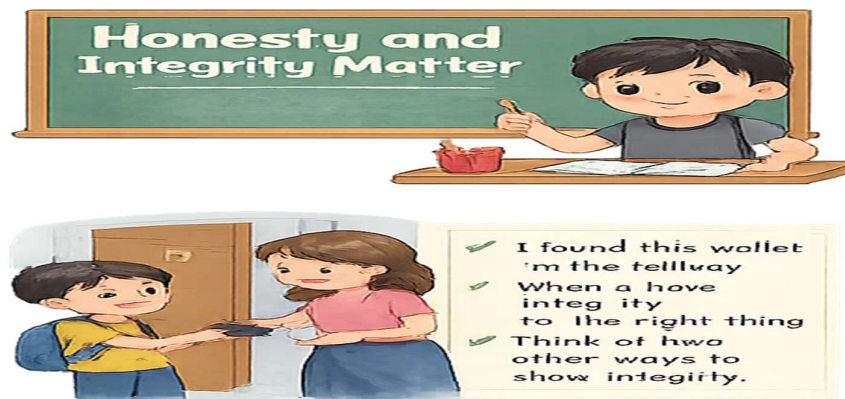
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UNIT 4: A SPRINKLE OF VALUES

Lesson 1: Honesty and Integrity Matter

Vocabularies:

1. **Integrity** – Doing the right thing even when no one is watching.
2. **Honesty** – Telling the truth and being truthful in actions and words.
3. **Moral Values** – Good behaviors and principles that help us make right choices.
4. **Spread Rumors** – Sharing false stories or untrue information about others.



Honesty means telling the truth and being truthful in our words and actions. Integrity means doing the right thing even when nobody is watching. Honest people admit their mistakes and do not lie, cheat, or spread rumors. Good moral values help us build trust with others and become better members of our community.

Spreading rumors or telling lies can hurt other people's feelings and damage friendships. We should always speak kindly and truthfully. We must also keep promises, return things that do not belong to us, and admit when we make mistakes.

The story of Ramu the woodcutter teaches us that honesty is always rewarded. Even though Ramu was poor, he refused to lie about the golden and silver axes because they were not his. His honesty showed strong moral character and integrity.

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★ Honesty and Integrity ★

1 **Honesty** means telling the truth, even when it is hard.



2 **Integrity** means doing the right thing, even when no one is watching.



3 Being **honest** helps people trust each other.



4 People with **integrity** follow rules and make good choices.



5 **Honesty** and **integrity** help us build strong friendships.



6 Lying or cheating can hurt others and break trust.



7 Spreading rumors is wrong because it can hurt people's feelings.



8 We show **honesty** and **integrity** at school, at home, and in the community.



9 Choosing **honesty** and **integrity** helps us become good citizens.



Answer the following:

1. Q: What does honesty mean?

2. Q: What is integrity?

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Lower Grade Section

3. Q: Why should we avoid spreading rumors?

4. Q: How can we show honesty in our lives?

5. Q: Why is honesty important?

Critical Thinking Questions:

1. Q: How would you feel if someone lied to you?

2. Q: Why is integrity important?

Fill in the Blanks:

1. Honesty means telling the _____
2. Doing the right thing is called _____
3. Honest people keep their _____

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State True or False for the following statements:

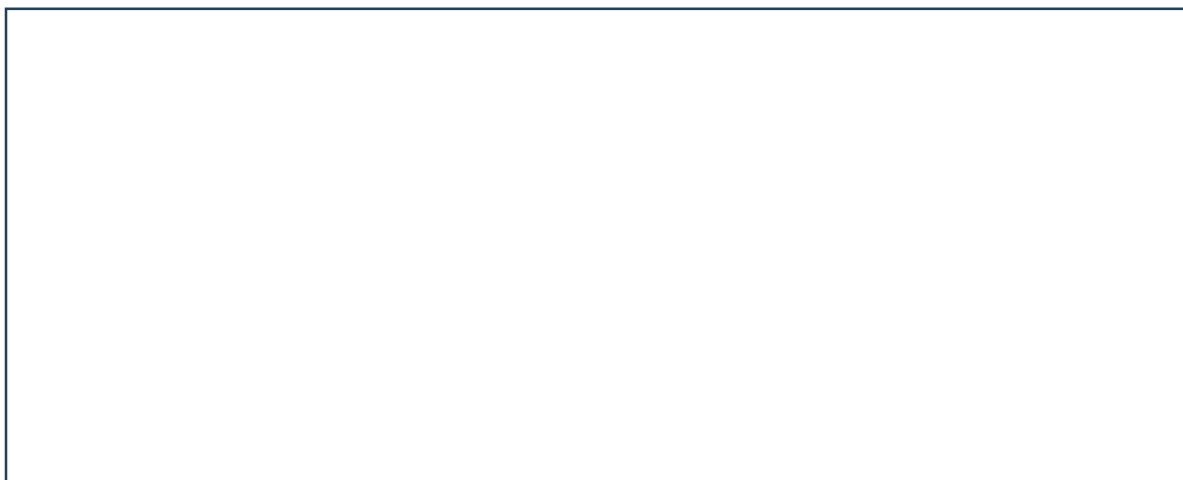
- _____ 1. Honest people always cheat.
- _____ 2..Integrity means making good choices.
- _____ 3. .Honesty builds trust.

Reflection Activity:

1. Share your experience when you were honest.

2. Truth Tree Craft

Students write honest actions on paper leaves and stick them on a classroom “Truth Tree” to show the importance of honesty.



UNIT 4: A SPRINKLE OF VALUES

Lesson 2: Respect Matters

Vocabularies:

1. **Respect** – Treating people, places, and things with kindness and care.
2. **Permission** – Asking for approval or allowance before doing something.

It is time to think about a new key to help us communicate better with others. Since I was young, I have heard my Mom say, "Treat others the way you want to be treated. Make them feel that you care about their feelings. Be kind with everyone around you. These are a few of the keys that show respect."





I respect people.



I respect places.



I respect things.

Respect means treating people, places, and things with kindness and care. We show respect when we listen to others, use polite words, and care about other people's feelings. Respect helps us build good relationships and creates a happy environment at home, school, and in the community.

We can show respect to people by greeting them politely, listening when they speak, helping others, and using words such as "please," "thank you," and "sorry." Respecting places means keeping them clean and following rules. Respecting things means taking care of our belongings and returning borrowed items properly.

Respect also means accepting differences and treating everyone fairly. Being respectful shows good manners and strong values.

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IMPORTANT POINTS ABOUT RESPECT

- 1** Respect means being **kind** and **polite** to everyone around us.
- 2** We show respect by **listening** when others are speaking.
- 3** Saying "please," "thank you," and "sorry" is a way to show respect.
- 4** Respecting others means **caring** about their feelings.
- 5** We should respect our **parents, teachers, friends, and elders.**
- 6** Respect also means taking care of school **rules** and **shared things.**
- 7** We should speak nicely and use **kind words.**
- 8** Respect means giving others their **personal space.**
- 9** We should **not** make fun of or hurt others.
- 10** Respect our environment by keeping it **clean** and **safe.**
- 11** Respect helps us build strong **friendships** and a happy world.
- 12** When we respect others, we earn their **trust** and make the world a **better place.**

❤️ Let's all practice respect every day! ❤️

Answer the following:

1. Q: What does respect mean?

2. Q: What polite words should we use?

3. Q: How can we respect places?

4. Q: Why should we listen carefully?

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5. **Q: What does respect create?**

Critical Thinking Questions:

1. **Q: Why should we respect people who are different from us?**

2. **Q: How does respect help our classroom?**

3. **Q: What happens when people are disrespectful?**

Fill in the Blanks:

1. Respect means treating others with _____.
2. We should use _____ words.
3. Listening carefully shows _____.
4. Respect helps build good _____.
5. We should keep places _____.

State True or False for the following statements:

- _____ 1. Respect means being rude.
- _____ 2. Saying thank you shows respect.
- _____ 3. Respect creates happiness.
- _____ 4. We should care for borrowed things.
- _____ 5. .Listening to others is respectful.

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Reflection Activity:

1. Magic Words Bingo

The teacher says different situations, and students identify the correct polite words such as “please,” “thank you,” “sorry,” or “excuse me.” This activity helps students practice good manners in a fun way.

2. Classroom Respect Poster

Students work in groups to create colorful posters showing ways to respect people, places, and things. They may draw pictures and write polite words or respectful actions.

3. Draw how you can show respect at home and at school.



UNIT 4: A SPRINKLE OF VALUES

Lesson 3: Responsibility Matters

Vocabularies:

1. **Responsible** – A person who does the right thing and takes care of duties.
2. **Citizen** – A person who belongs to a country or community.
3. **Community** – A group of people living and working together in the same place.
4. **Reuse** – To use something again instead of throwing it away.
5. **Privacy** – A person's right to keep personal things or time to themselves.
6. **Belongings** – Things that a person owns or keeps.

★ We are going to the beach today. Everyone is so excited. Our teacher told us while we were getting ready to ride on the bus, "I trust that you will be **responsible**. You will keep the beach clean, and you will help others if they need your help." she said. "You are responsible **citizens** in your community," she added.



★ I immediately remembered when Mrs. Lina, our homeroom teacher, explained to us what the word "**citizen**" means. A **citizen** is someone who belongs to a **community** and country.



Responsibility means doing the things we are supposed to do and making good choices. Responsible people complete their work, follow rules, care for their belongings, and help others when needed.

Children can show responsibility at home by cleaning their rooms, helping parents, and taking care of personal items. At school, students show responsibility by completing homework, listening to teachers, respecting school rules, and keeping the classroom clean.

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Lower Grade Section

Responsible people think before acting and understand the consequences of their actions. Recycling, saving resources, and caring for the environment are also examples of being responsible citizens. Responsibility helps people become trustworthy and dependable.

7 Important Details

Responsibility Matters

1 Keep places clean.

Clean up everything before you leave the place you go to.

2 Take care of water.

Only turn on the water when you need to.

3 Reuse things.

Try to reuse the same things again in different ways.

4 Be responsible towards others.

Respect people's privacy and belongings. Take care of things that are for them.

5 Be a responsible citizen.

Follow rules and take care of your community.

6 Share and help others.

Offer help and share what you have with others.

7 Learn from experiences.

Remember your experiences and try to be responsible every day.

Answer the following:

1. Q: What does responsibility mean?

2. Q: How can students be responsible?

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3. **Q: Why is recycling important?**

Critical Thinking Questions:

1. **Q: Why should people think before acting?**

2. **Q: How does responsibility help the environment?**

3. **Q: How does responsibility help school?**

4. **Q: What problems happen when people are irresponsible?**

Fill in the Blanks with the correct answers:

1. Responsibility means doing our _____.
2. Students should complete their _____.
3. Recycling helps protect the _____.
4. Responsible people follow _____.
5. Helping parents shows _____.

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Lower Grade Section

State True or False for the following statements:

- _____ 1. Responsible people ignore rules.
- _____ 2. Recycling is responsible behavior.
- _____ 3. Homework should be completed on time.
- _____ 4. Responsibility builds trust.
- _____ 5. Responsible people help others.
- _____ 6. Helping parents shows responsibility.

Reflection Activity:

1. Eco-Hero Challenge

Students practice being responsible citizens by reusing materials, saving water, reducing waste, and keeping the classroom clean.

2. “What Would You Do?” Cards

Students pick situation cards and discuss responsible choices they would make in different real-life situations.

3. Write one responsibility you do every day for each of the following:

A. when you are at home .

B. when you are at a park .

4. Responsibility Chart

Students create a daily responsibility chart showing tasks they complete at home and school, such as cleaning up, doing homework, and helping others.

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Lower Grade Section

UNIT 4: A SPRINKLE OF VALUES

Lesson 4: Table Manners Matter

Vocabularies:

1. Digest – To break down food in the stomach so the body can use it for energy.
2. Burping – Air coming out of the stomach through the mouth after eating or drinking.
3. Slurping – Making a loud sucking sound while eating or drinking.
4. Good manners – Polite and respectful ways of behaving.
5. Polite – Showing kindness, respect, and good behavior toward others.



Table manners are polite behaviors we use while eating meals. Good table manners help everyone feel comfortable and respected during mealtime. We should wash our hands before eating, sit properly, chew with our mouths closed, and speak politely at the table.

We should wait for everyone to be served before starting to eat. Saying “please” and “thank you” during meals shows politeness and respect. It is also important not to waste food and to ask permission before leaving the table.

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Helping clean the table, carrying plates to the kitchen, and assisting parents after meals are examples of good manners and responsibility. Good table etiquette helps families enjoy peaceful and respectful mealtimes together.

7 IMPORTANT POINTS

- 1 Wash your hands before eating.
- 2 Sit properly and calmly at the table during meals.
- 3 Use polite words like "please" and "thank you."
- 4 Chew food quietly with your mouth closed.
- 5 Wait for everyone before starting to eat.
- 6 Do not waste food because food is valuable.
- 7 Good table manners help everyone feel respected and comfortable.

TABLE MANNERS

Polite behavior during meals shows respect and care for everyone.

10. TABLE MANNERS ROLE-PLAY

Act out good and bad table manners.

11. HEALTHY DINING PLACEMAT

Draw a healthy meal and list table manners.

12. FAMILY DINNER CHALLENGE

Practice good manners at home and share your experience.

Answer the following:

1. Q: What are table manners?

2. Q: Why should we wash hands before eating?

3. Q: Why should we not waste food?

4. Q: What polite words should we use at meals?

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Lower Grade Section

5. **Q: Why should we wait for everyone before eating?**

Critical Thinking Questions:

1. **Q: How do good table manners help families?**

2. **Q: Why is sharing meals politely important?**

3. **Q: What could happen if people had bad manners at the table?**

Fill in the Blanks with the correct answers:

1. We should wash our _____ before eating.
2. We should chew with our mouths _____
3. We should not _____ food.
4. Saying please shows _____
5. Good table manners show _____.

State True or False for the following statements:

1. _____ 1. We should speak politely at the table.
2. _____ 2. It is okay to waste food.
3. _____ 3. Washing hands before meals is important.
4. _____ 4. Good manners show respect.
5. _____ 5. We should leave the table without permission.

Reflection Activity

1. Write one table manner you will practice and explain why it is important.

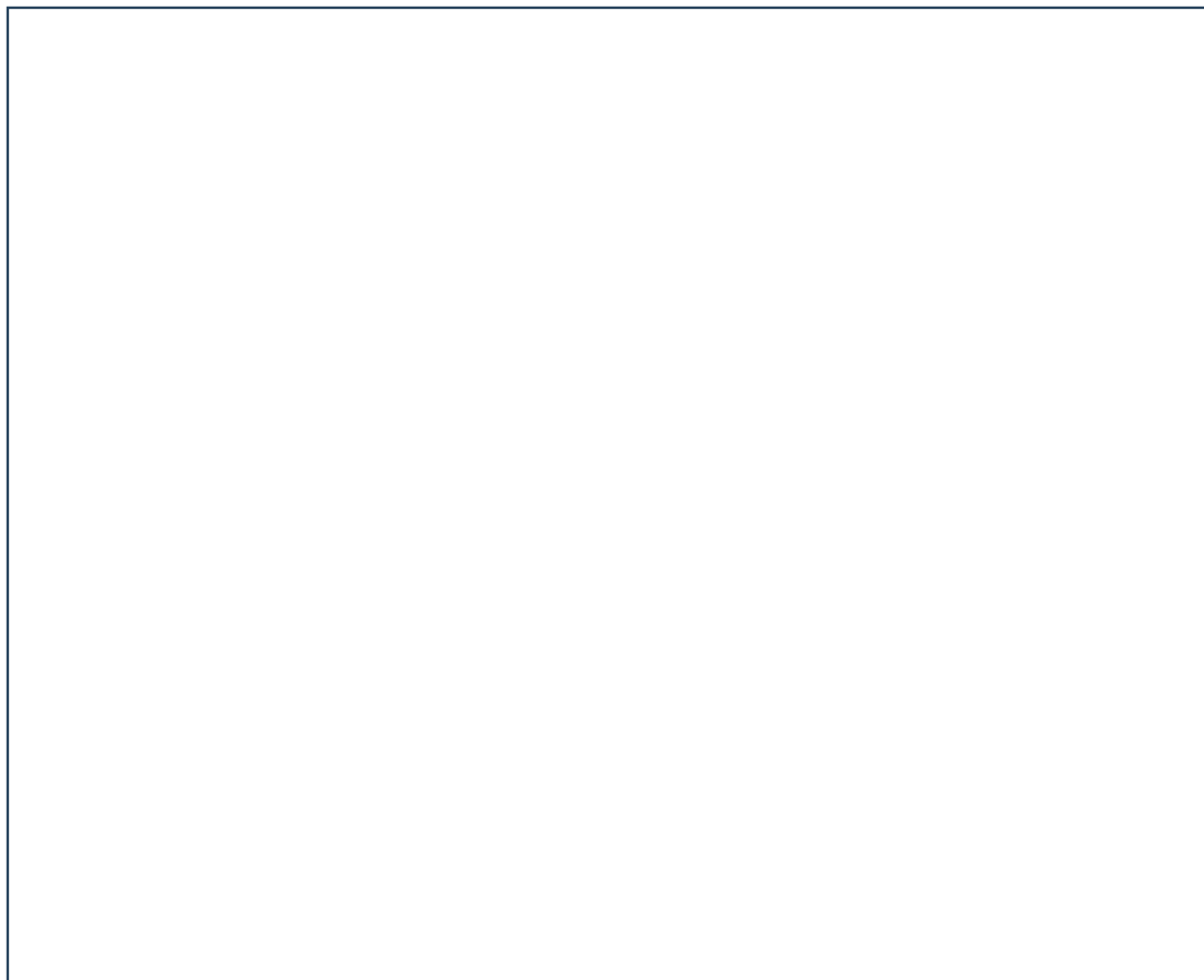
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2. Share why table manners are important for families and friends during meals.

3. Share why table manners are important for families and friends during meals.

Sample Answers

4. Draw a picture of your family eating politely together at the dining table.





UNIT 4 REVIEW WORKSHEET

Unit 4: A Sprinkle of Values



Name: _____

Date: _____

★ A. MULTIPLE CHOICE QUESTIONS (MCQs)

Choose the correct answer.

- What does honesty mean?
a) Being rude b) Telling the truth
c) Ignoring rules d) Wasting food
- What is integrity?
a) Sharing rumors b) Doing the right thing
c) Fighting others d) Breaking promises
- Which word shows politeness?
a) Please b) Stop c) Move d) Quiet
- What should we do before eating?
a) Run outside b) Wash our hands
c) Waste food d) Shout loudly
- Which action shows responsibility?
a) Ignoring homework b) Throwing trash on the floor
c) Completing work on time d) Breaking classroom rules
- What can spreading rumors do?
a) Build trust b) Hurt feelings
c) Improve friendships d) Help teamwork
- Which behavior shows respect?
a) Listening carefully b) Interrupting others
c) Yelling loudly d) Laughing at people
- Responsible citizens help protect the:
a) Playground only b) Environment
c) Television d) Toys only
- What should we say after receiving something?
a) Goodbye b) Sorry c) Thank you d) Excuse me
- Why are table manners important?
a) They create peaceful mealtimes
b) They waste time
c) They make meals noisy
d) They stop people from eating

★ B. MATCH THE FOLLOWING

Match Column A with Column B.

COLUMN A

- Honesty
- Respect
- Responsibility
- Table Manners
- Polite Words

COLUMN B

- Keeping places clean
- Telling the truth
- Doing homework on time
- Saying "please" and "thank you"
- Eating politely

★ C. TRUE OR FALSE

Write True or False.

- _____ Honest people admit mistakes.
- _____ Respect means treating others badly.
- _____ We should chew with our mouths closed.
- _____ Responsible people follow rules.
- _____ Rumors can hurt friendships.
- _____ It is okay to waste food.
- _____ Listening carefully shows respect.
- _____ Recycling helps protect the environment.
- _____ Integrity means making good choices.
- _____ We should use polite words during meals.



Great Values, Better Me! ♥



AL NOOR INTERNATIONAL SCHOOL

Lower Grade Section

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UNIT:5: WHEN EARTH FIRST EXISTED

Lesson:1: Early Life on Earth

Vocabularies:

1. **Earth** : The planet we live on.
2. **Stone Age**: A broad prehistoric period during which stone was widely used to make tools with an edge, a point, or a percussion surface.
3. **Hunters**: Early humans who survived by searching for and killing wild animals for food.
4. **Fire**: A discovery that helped early humans stay warm, cook food, and stay safe from animals.
5. **Shelter**: A place, such as a cave, that provided early humans protection from the weather and danger.
6. **Tools**: Objects used to help people do work, such as cutting or hunting.



Lesson Content:

Long ago, millions of years in the past, people lived in a time called the Stone Age. Life was very different back then because there were no stores, houses, or electricity!

1. How They Lived

Stone Age people lived in caves or built shelters that looked like tents. They made these tents using wooden poles and animal skins.

Because they needed water to drink, they always built their homes near rivers or lakes. If the water dried up, they would pack up and move to a new place.

2. Finding Food

People in the Stone Age did not have grocery stores. Instead, they were hunters and gatherers:

They hunted wild animals for meat.

They searched the woods for nuts and berries to eat.

3. Stone Tools and Fire

Everything they used came from nature. They carved tools out of stone to help them hunt and build.

One of their most important secrets for survival was fire. They learned to rub stones together to make a spark.

Fire was very important because it:

- Cooked their meat.
- Kept them warm in the winter.
- Kept scary wild animals away at night.



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Important Details:

- The Stone Age is the oldest period of human life on Earth.
- People did not have houses, electricity, or machines.
- People lived in **caves, tents**, or simple **wooden shelters**.
- Early humans used **stones, bones, and wood** to make tools.
- People survived by hunting animals and gathering fruits, nuts, and plants.
- Cave paintings show us how early humans **lived, hunted, and communicated**.



Exercises/ Answer the following:

Exercise 1: True or False?

Read each sentence. Circle True if it is correct or False if it is wrong.

1. Stone Age people bought their food at a big supermarket. (True / False)
2. Fire was used to keep wild animals away at night. (True / False)
3. Early humans made their tents out of animal skins and wood. (True / False)
4. People in the Stone Age used laptops to write stories. (True / False)
5. When a river dried up, people moved to a new place to find water. (True / False)

Exercise 2: Stone Age Matching

Match the word on the left to the correct sentence on the right.

Word	Description
_____ 1. Tools	A. What people used to cook and stay warm.
_____ 2. Berries	B. Objects carved from stone to help with work.
_____ 3. Fire	C. A type of food that gatherers found in the forest.
_____ 4. caves	D. Natural shelters where some early humans lived.

AL NOOR INTERNATIONAL SCHOOL
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Critical Thinking:

If Stone Age people didn't have stores to buy food, how did they decide where to live?

Activity (Reflection):

Write or draw one thing you would find difficult about living in the Stone Age:

UNIT:5: WHEN EARTH FIRST EXISTED

Lesson 2:Earth Develops

Vocabularies:

1. **Pangea:** The name of the single giant piece of land (supercontinent) from long ago.
2. **Panthalassa:** The name of the one huge ocean that surrounded Pangea.
3. **Continent:** One of the seven large areas of land on Earth.
4. **Ocean:** A very large body of salt water.



Lesson Content:

Millions of years ago, our Earth looked very different than it does today. Instead of many separate pieces of land, everything was joined together!

• The Supercontinent: Pangea

A long time ago, all the land on Earth was stuck together in one giant piece. This was called a supercontinent, and its name was Pangea. Because all the land was in one spot, there was also just one huge ocean surrounding it. This giant ocean was called **Panthalassa**.

- **Earth Changes** :As time passed, the giant piece of land began to break apart, like a puzzle coming undone. Pangea split into the 7 continents we live on today. Panthalassa split into the 5 oceans we have now.
- **Earth Today** :Today, our planet is covered mostly by water.
 - Oceans cover 71% of the Earth.
 - Land (Continents) covers only 29% of the Earth.

Important Details:

Biggest Continent: Asia

Biggest Ocean: Pacific Ocean

Smallest Ocean: Arctic Ocean

The Split: Pangea didn't break quickly; it took millions of years to move into the spots we see today.



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Exercises/ Answer the following:

Exercise 1: Who Am I?

Instructions: Use the words in the box below to fill in the blanks.

Continents	Pacific	Pangea	Panthalassa

- I am the giant piece of land that existed millions of years ago. I am _____.
- I am the biggest ocean on Earth today. I am the _____ Ocean.
- I am the huge ocean that surrounded the supercontinent. I am _____.
- We are the 7 large pieces of land where people live. We are _____.

Exercise 2: True or False?

- Oceans cover more of the Earth than land. (True / False)
- There were always 7 continents on Earth. (True / False)
- Asia is the biggest continent. (True / False)

Exercise: Number the Oceans from 1 to 5 (1 is the Smallest, 5 is the Biggest)

- _____ Atlantic Ocean
- _____ Arctic Ocean
- _____ Indian Ocean
- _____ Pacific Ocean
- _____ Southern Ocean

Critical Thinking:

If the supercontinent Pangea never broke apart, how would the world be different for people and animals today?

AL NOOR INTERNATIONAL SCHOOL

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Activity (Reflection):

The Pangea Journal

Task: Imagine you are a time traveler. Draw and write one sentence about the "Old Earth."

1. Draw: Draw one giant island (Pangea) in the middle of a big blue ocean (Panthalassa).
2. Write: Complete this sentence:

"I am standing on Pangea, where all the land is joined together like a big _____"

UNIT:5: WHEN EARTH FIRST EXISTED

Lesson 3: Day and Night

Vocabularies:

1. **Globe:** A small model of the Earth.
2. **Rotate:** To spin around in a circle.
3. **Axis:** The imaginary line that the Earth spins around.
4. **Complete Rotation:** One full spin of the Earth (takes 24 hours).



Lesson Content:

Have you ever wondered why the sun "goes away" at bedtime? The sun actually stays in the same place. It is our Earth that is moving!

• How the Earth Moves

The Earth is always spinning around like a giant top. This movement is called **rotation**.

Imagine a straight line going through the middle of the Earth from the North Pole to the South Pole. This imaginary line is called an **axis**. The Earth spins around this axis once every **24 hours**. This is why one full day is 24 hours long!

• Why We Have Day and Night

Because the Earth is a round ball, the sun can only shine on one side at a time.

- **Daytime:** When your side of the Earth faces the sun, you see light.
- **Nighttime:** As the Earth spins, your side moves away from the sun into the dark. This is when we see the stars and moon. While it is daytime for you, it is nighttime for people on the other side of the world!

Important Details:

The Sun: The sun is very far away. About 150 million kilometers!

Earth in Motion: We don't feel the Earth spinning because we are moving with it.

24 Hours: This is the time it takes for Earth to make one full turn.

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Lower Grade Section

Exercises/ Answer the following:

Exercise 1: Fill in the Blanks

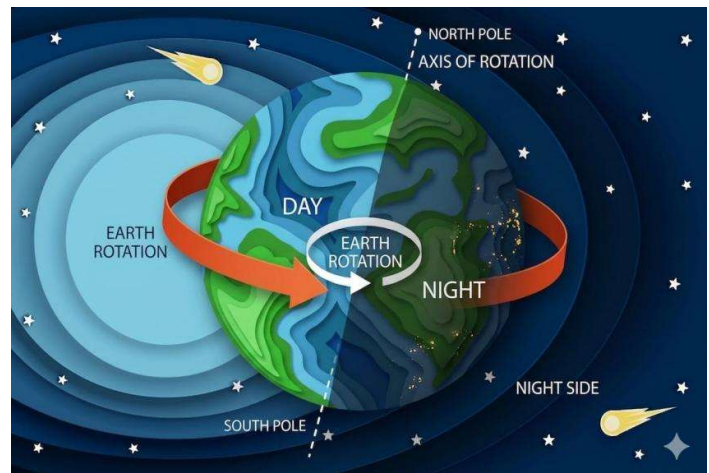
Axis	Rotation	24	Sun
------	----------	----	-----

- The Earth spins around an imaginary line from top to bottom. This line is called an _____.
- The movement of the Earth spinning is called _____.
- It takes ____ hours for the Earth to spin one time.
- Day happens when our side of the Earth faces the _____.

Exercise 2: Day or Night?

Write "Day" or "Night" for each activity:

- Seeing the stars: _____
Eating breakfast: _____
- The Sun is shining: _____
- Going to sleep: _____



Critical Thinking:

If you are standing in the dark at night, where is the Sun, and why can't you see it?

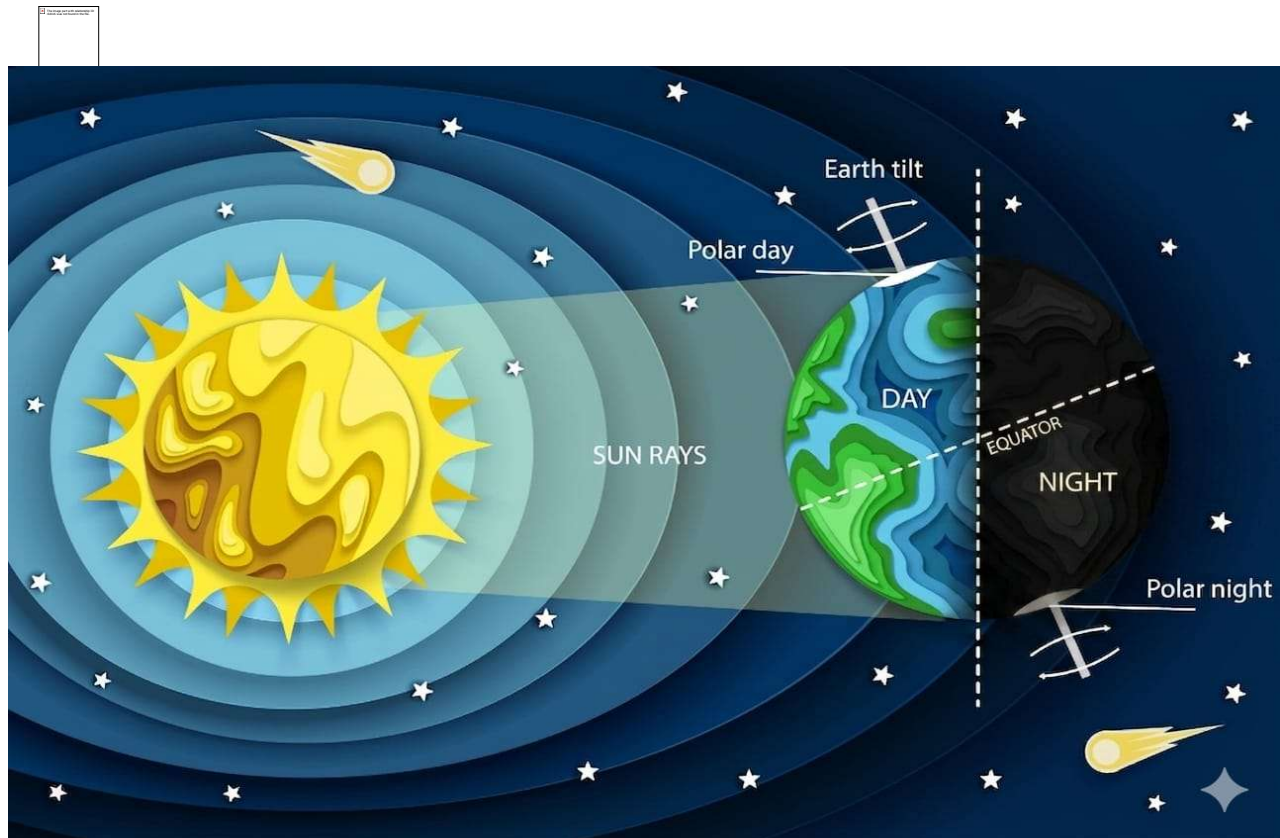
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Activity (Reflection):

Day & Night Drawing Activity

1. Draw the Earth: A large circle in the center.
2. Draw the Sun: On the far left or right.
3. The "Split": Draw a line down the middle of the Earth.
 - Side Facing Sun: Color yellow (Daytime).
 - Side Facing Away: Color dark blue/black (Nighttime)



UNIT:5: WHEN EARTH FIRST EXISTED

Lesson 4: What is the Equator?

Vocabularies:

1. **Equator:** An imaginary line that circles the middle of the Earth, dividing it into two equal halves.
2. **Northern Hemisphere:** The half of the Earth located north of the Equator.
3. **Southern Hemisphere:** The half of the Earth located south of the Equator.
4. **North Pole:** The point located at the very top of the Earth.
5. **South Pole:** The point located at the very bottom of the Earth



Lesson Content:

The Equator is the "halfway point" of our world. Even though it is an imaginary line you cannot actually see on the ground, it is very important for understanding geography. This line passes through three large oceans: the Pacific, Indian, and Atlantic and cuts the Earth into two equal parts called the Northern Hemisphere and the Southern Hemisphere.

Because the Equator is right in the middle, it is the part of Earth that stays closest to the Sun's direct rays all year long. This creates a very hot climate. For example, Saudi Arabia is often very hot because it is located close to the Equator.

Meanwhile, countries far away from the middle, near the North Pole or South Pole, are much colder. Australia is in the Southern Hemisphere and experiences different seasons because it is further south from the middle line.

Important Details:

The Equator is the hottest part of Earth because it is closest to the Sun's rays.
The North Pole and South Pole are the coldest spots.
Saudi Arabia is hot because it is close to the Equator.
Australia is in the Southern Hemisphere.

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Exercises/ Answer the following:

Exercise 1: Label and Draw

1. Color the continents green and the oceans blue. 
2. Draw the Equator line in red.
3. Mark the North Pole and South Pole with brown dots.
4. Draw a Sun next to the Equator (the hottest area).
5. Draw two snowmen at the Poles (the coldest areas).



Exercise 2: True or False

1. Egypt is close to the Equator, so it is a cold country. ()
2. The Equator divides Earth into the Southern Hemisphere and Northern Hemisphere. ()
3. The distance from the Equator to the South Pole is more than the distance to the North Pole. ()

Critical Thinking:

Question: If you traveled from the North Pole to the Equator, what changes would you notice in the plants and animals around you?

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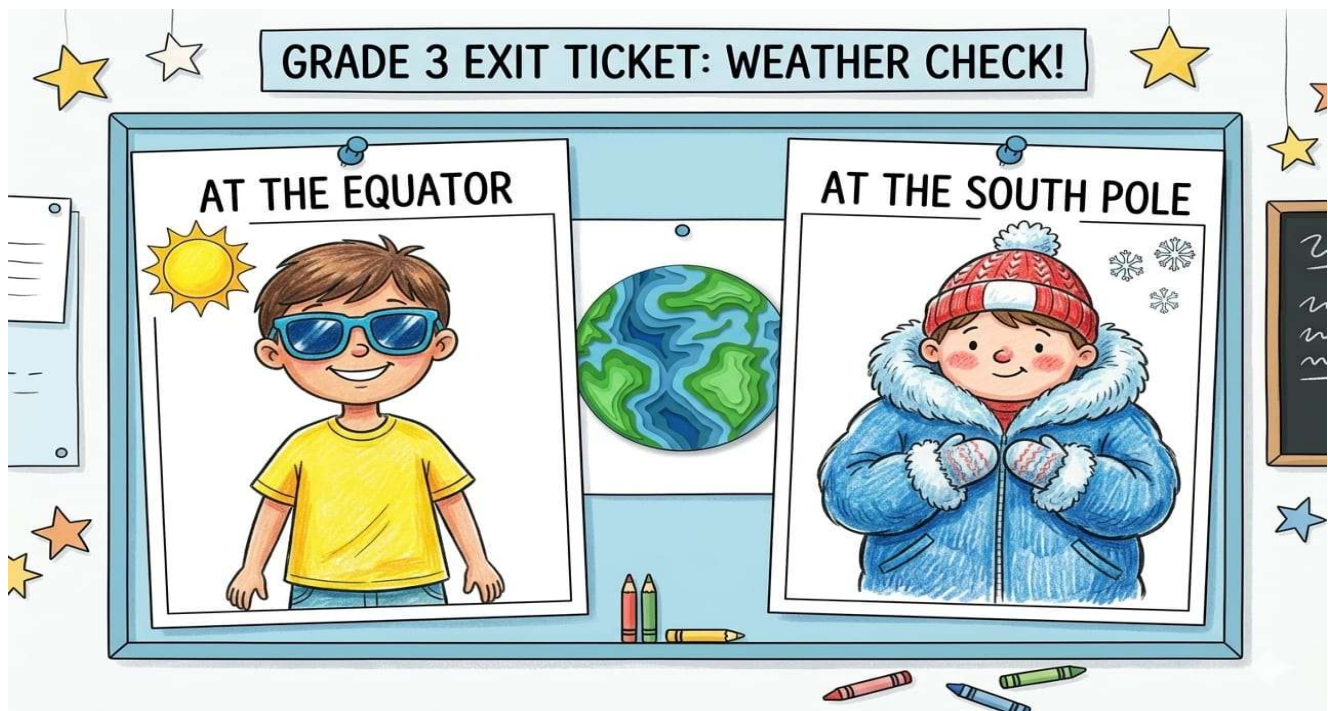
Lower Grade Section

Activity (Reflection):

The "Weather Check" Exit Ticket

Give students a small piece of paper. Ask them to draw two simple things based on where they are standing on an imaginary Earth:

1. At the Equator: Draw what you would wear (Example: a T-shirt and sunglasses).
2. At the South Pole: Draw what you would wear (Example: a heavy coat and a hat).



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UNIT 6: WHAT IS IN ASIA?

Lesson 1: My Country

Vocabularies:

1. Kingdom: A country ruled by a King.
2. Capital: The main city where the leaders live and work
3. National Day: A big celebration held every September 23rd to show love for the country.
4. Red Sea: The large body of water on the west coast of Saudi Arabia.
5. Arabian Gulf: The body of water on the east coast of Saudi Arabia.



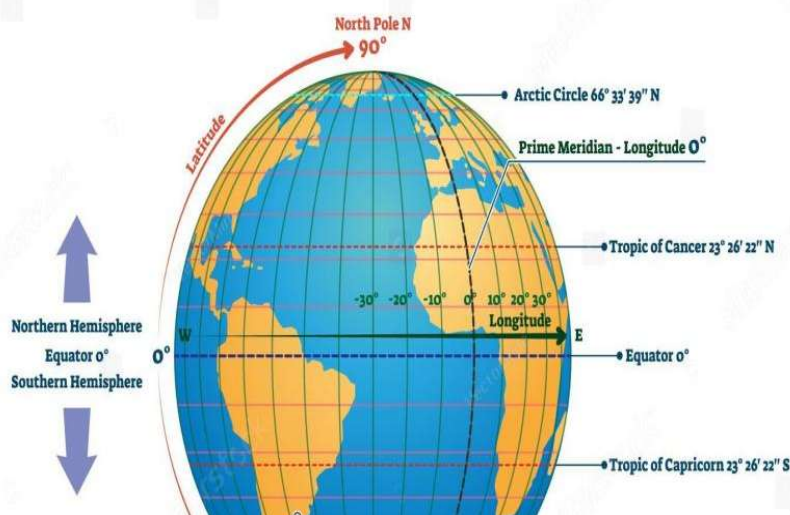
Lesson Content:

- Saudi Arabia is located on the continent of Asia. It is famous for its vast deserts, but it also has beautiful mountains and busy cities. The country is very important to people all over the world because it is home to the two holiest cities in Islam:
- Makkah and Medina. Every year, millions of people travel here for Hajj and Umrah.

Our country is ruled by a King, and that is why we call it a "Kingdom." We have a special flag that is green with a white sword. Green is a very important color for us because it represents growth and peace.

The Famous Cities

- Riyadh: This is the Capital. It has very tall skyscrapers like the Kingdom Centre.
- Makkah: The birthplace of Prophet Mohamed (PBUH). It is where the Holy Kaaba is located.
- Medina: This city was once called Yathrib. It is the city where Prophet Mohamed (PBUH) lived and was buried. It has the beautiful Prophet's Mosque.
- Jeddah: Known as the "Bride of the Red Sea." It has a beautiful fountain and a long beach called the Corniche.



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Important Details:

Location: Saudi Arabia is in Asia.

Water Borders: To the West is the Red Sea; to the East is the Arabian Gulf.

National Day: We celebrate the unification of our country on September 23rd.

Sacred Land: KSA is home to the two holiest cities in Islam: Makkah and Medina.

Exercises/ Answer the following:

Exercise 1: Match the Fact to the City

1. The Capital city _____
2. The city where the Prophet was born — _____
3. The city once called "Yathrib" — _____
4. The city on the coast of the Red Sea — _____

Exercise 2: True or False _

1. National Day is celebrated on September 23rd. (True / False)
2. Saudi Arabia is a Kingdom ruled by a King. (True / False)
3. The Saudi flag is red and yellow. (True / False)
4. Makkah and Medina are located in Saudi Arabia. (True / False)



Critical Thinking:

Question: Why do most "capital cities" grow to be the largest cities in a country?

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Activity (Reflection):

In which City in KSA are you now living ? Draw ba picture and add facts about your city.

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UNIT 6: WHAT IS IN ASIA?

Lesson 2: Arab Countries

Vocabularies:

1. Arab Countries: A group of 22 countries that speak Arabic as their primary language.
2. Middle East: A region that includes many Arab countries in Asia and parts of North Africa.
3. Continent: One of the seven main landmasses on Earth (Arab countries are found in Asia and Africa).
6. Unification: The act of coming together as one group (like the Arab League)..



Lesson Content:

We have **22 Arab** countries. They are found in three main locations: the Middle East (in Asia), North Africa, and parts of Southern Africa.

1. Arab Countries in Asia (12 Countries):

The Arab countries in Asia are: Saudi Arabia, United Arab Emirates (UAE), Kuwait, Qatar, Bahrain, Oman, Yemen, Iraq, Jordan, Syria, Lebanon, and Palestine.

2. Arab Countries in Africa (10 Countries):

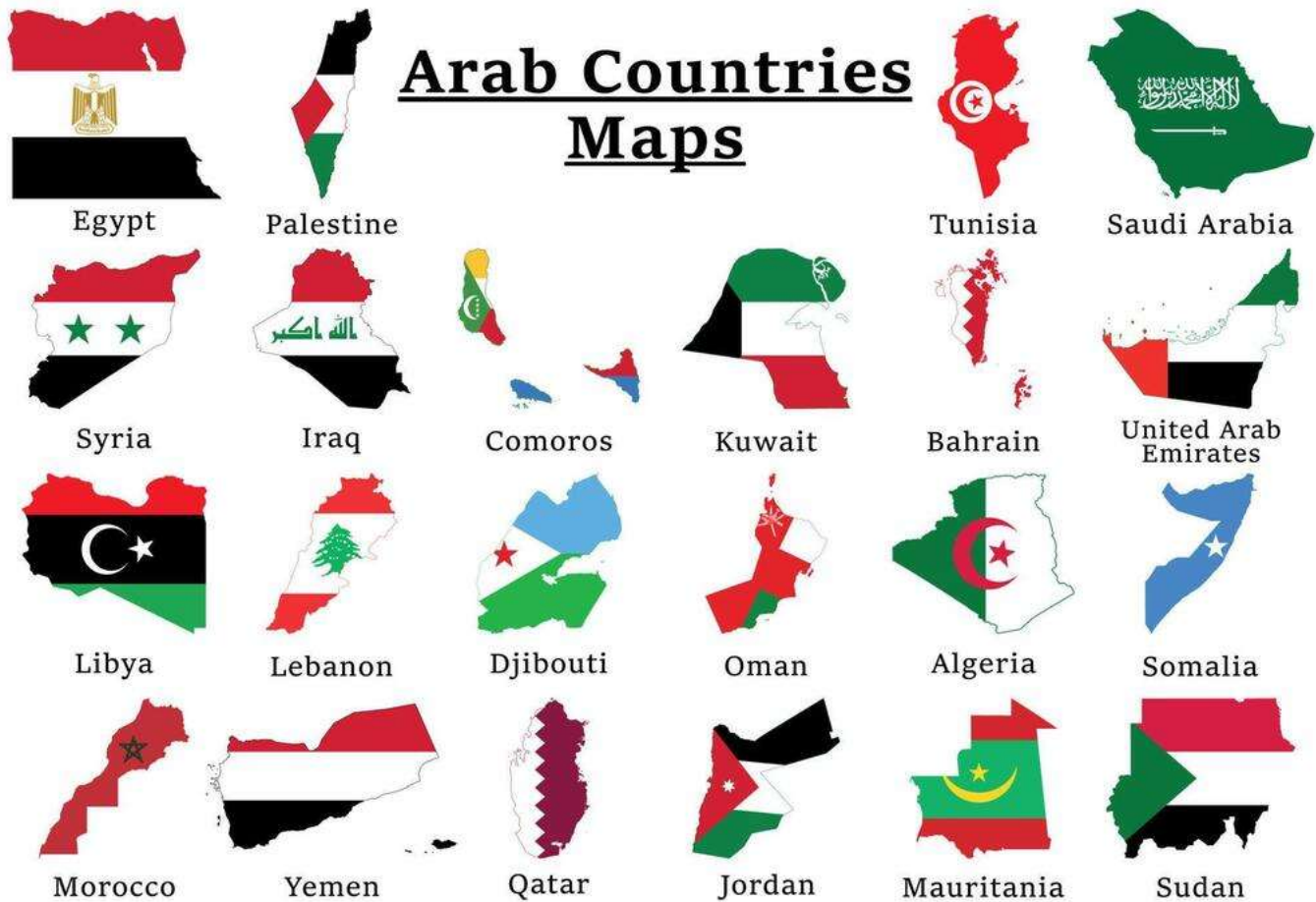
The Arab countries in Africa are: Egypt, Libya, Tunisia, Algeria, Morocco, Mauritania, Sudan, Somalia, Djibouti, and Comoros. The Arabic language is the main bond between these nations. Each country has its own unique fl.



3. The

The Middle East is a special region because it connects Asia and Africa. It includes all the Arab countries in Asia plus Egypt (from Africa). It also includes countries that are not Arab, such as Turkey.

AL NOOR INTERNATIONAL SCHOOL
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Important Details:

Total Number: There are 22 Arab countries in total.

The Split: More Arab countries are in Asia (12) than in Africa (10).

Shared Language: All these countries use Arabic as their official language.

The Middle East: This region acts as a bridge between Asia, Africa, and Europe

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Exercises/ Answer the following:

Exercise 1: Continent Check

Write Asia or Africa next to each country:

1. Saudi Arabia: _____
2. Egypt: _____
3. Kuwait: _____
4. Morocco: _____
5. Syria: _____

Exercise 2: Choose the Best Answer

1. How many Arab countries are in Asia?
 - a. 10
 - b. 12
 - c. 22
2. Which country is in the Middle East but is not an Arab country?
 - a. Turkey
 - b. Jordan
 - c. Oman
3. Which of these is not a location for Arab countries?
 - a. Asia
 - b. North Africa
 - c. Europe
4. Which of these countries is not in Africa?
 - a. Egypt
 - b. Syria
 - c. Sudan
5. Which of these countries is not in Asia?
 - a. Kuwait
 - b. Palestine
 - c. Morocco

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Critical Thinking:

Question: How does having a shared history help Arab countries solve problems together today?

Activity (Reflection):

My Country, My Flag

Objective: To celebrate diversity and learn about different Arab nations.

1. Draw: Each student will draw the flag of their own country on a piece of paper.
2. Research: Students will find their country on the map to see if it is in Asia or Africa.
3. Present: Each student will stand up, show their flag, and share two fun facts about their country (such as a famous food or a beautiful landmark).

UNIT 6: WHAT IS IN ASIA?

Lesson 3: Peninsula or Crescent?

Vocabularies:

1. Peninsula: Land surrounded by water on three sides (like the Arabian Peninsula).
2. Crescent: A shape like a quarter moon or a "C".
3. Fertile: Land that is rich in soil and very good for growing plants and food.
4. Fertile Crescent: A moon-shaped region in the Middle East known for its rich soil.



Lesson Content:

1. **The Arabian Peninsula** is a very important region and the original homeland of the Arab people. It is a unique landform that connects different parts of the world.

The Arabian Peninsula is called a peninsula because its land is surrounded by water from three sides. These three bodies of water are **the Red Sea, the Arabian Gulf, and the Indian Ocean.**

There are several Arab countries located on this peninsula. Saudi Arabia is the biggest country in the Arabian Peninsula. Other Arab countries that are part of it include:

- Kuwait
- Oman
- Qatar
- United Arab Emirates
- Yemen
- Bahrain
- Parts of Jordan and Iraq also belong to the Arabian Peninsula.



2. **The Fertile Crescent:**

- Not all Arab countries in Asia are part of the peninsula. Some belong to the Fertile Crescent.
- The Shape: It looks like a crescent moon.
- The Soil: It is called "fertile" because the land is very rich and great for farming.
- The Countries: Egypt, Palestine, Lebanon, and parts of Jordan, Syria, and Iraq are part of the Crescent

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Important Details:

Peninsula: Surrounded by 3 waters; mostly desert land.

Crescent: Shaped like a moon; famous for rich, green land.

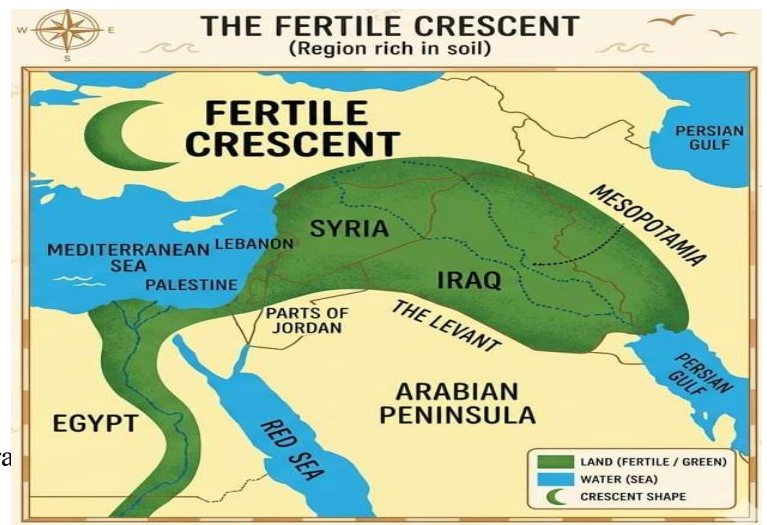
Connections: These two regions make up the heart of the Arab world in Asia and North Africa.

Exercises/ Answer the following:

Exercise 1: Choose the Best Answer

Circle the correct option:

- Which shape looks like a quarter moon?
 - The Crescent
 - The Square
 - The Peninsula
- Which region is the original homeland of the Arab?
 - The Fertile Crescent
 - The Arabian Peninsula
 - Africa
- Why is the Fertile Crescent "fertile"?
 - Because it is a desert.
 - Because the soil is rich for growing food.
 - Because it is surrounded by 4 seas.
- Which country is the largest in the Arabian Peninsula?
 - Egypt
 - Jordan
 - Saudi Arabia



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Exercise 2: True or False

- _____ 1. The Arabian Peninsula is surrounded by water on all sides.
- _____ 2. Egypt is part of the Fertile Crescent.
- _____ 3. The Red Sea is one of the waters surrounding the peninsula.

Critical Thinking:

Question: Why is the "Fertile Crescent" often called the "Cradle of Civilization"?

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Activity (Reflection): Landmark Shapes

Objective: Visualize the difference between a peninsula and a crescent.

On the board, draw a large triangle (Peninsula) and a large "C" (Crescent).

Have students come up and place magnets or stickers of countries in the correct shape.

Green vs. Yellow: Use green paper to represent the Crescent and yellow paper for the Peninsula.



UNIT 6: WHAT IS IN ASIA?

Lesson 4: Resources in the Arab World

Vocabularies:

1. **Resource:** Something we can use.
2. **Natural Resource:** Something useful found in nature that people do not make.
3. **Man-made Resource:** Something useful made by people, often from natural resources.



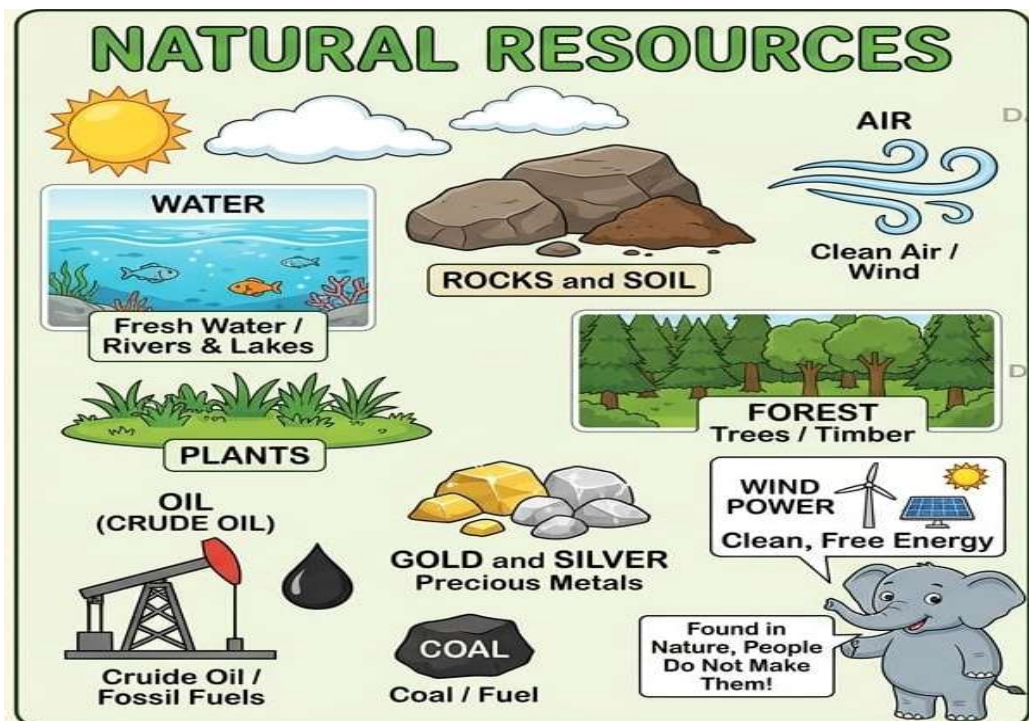
Lesson Content:

Our world is full of resources. They are either natural or man-made.

1. Natural Resources

These are things found in nature, like light, air, water, and soil. People do not make them.

The Arab world is very rich in natural resources. The main ones are oil (also called crude oil) and natural gas.



Our Arab countries are also rich in other natural resources, such as coal, iron, cotton, and fruits. Some natural resources come from specific places or things in the Arab world:

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- Gold and silver: Saudi Arabia is famous for these resources.
- The Nile River: This major river in Egypt is an incredibly important natural resource. Its water is vital for transportation, growing crops, and farming.
- Animal Resources: Farm animals like cows and chickens are natural resources.
- Forest Resources: Trees and other forest life are natural resources.
- Sun and Wind: The light from the sun and the power of the wind can be used as resources (solar energy and wind power).

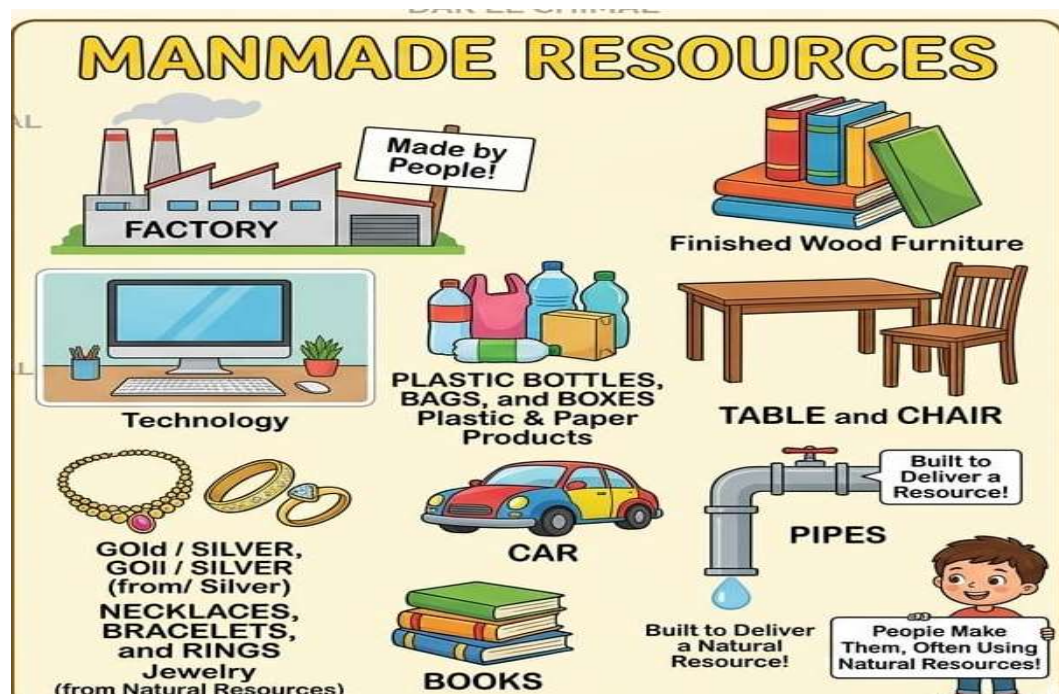
2. Manmade Resources

These are things useful to people that have been made by people. They often start with natural resources. For example:

Plastic, boxes, paper, bags, chairs, and tables are all man-made resources.

Necklaces, bracelets, and rings are man-made resources that are made from natural resources like gold and silver.

Computers, cars, and buildings are also man-made.



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Important Details:

Natural resources like oil and gas are very important in the Arab world.

People use natural resources to make manmade resources.

Important natural resources include water, soil, animals, and metals.

Exercises/ Answer the following:

Exercise 1: Natural or Manmade?

Decide if each resource is natural or man-made:

1. Oil: _____
2. A pencil: _____
3. A chicken: _____
4. Water: _____
5. A phone: _____
6. Iron: _____

Exercise 2: Write Your Own

1. Write one natural resource you can use to make a man-made resource:

2. Write one man-made resource you can make using it:

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Exercise 3: True or False

Read each statement carefully. Draw a check (✓) if the sentence is true and an (X) if the sentence is false.

1. Natural resources are things that people make in factories. ()
2. The Nile River in Egypt is a very important natural resource used for farming. ()
3. Saudi Arabia is famous for natural resources like gold and silver. ()
4. Plastic, bags, and chairs are examples of man-made resources. ()
5. Oil and natural gas are the main natural resources in the Arab world. ()
6. You can work hard and create a natural resource like soil or air. ()
7. Man-made resources are often made using natural resources. ()
8. Coal and iron are natural resources found in Arab countries. ()

Critical Thinking:

Question: How does the location of natural resources (like a spring of water or an oil field) decide where a city is built?

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Activity (Reflection):

Resource Relay

Objective: Correctly sort resources as natural or man-made.

Place two boxes at the front of the room, one labeled "NATURAL" and one "MANMADE".

Create or find many picture cards of different resources.

Have students form teams. In a relay style, one student from each team runs up with a card, places it in the correct box, and runs back for the next **teammate**.

Review the results as a class.



UNIT 6: WHAT IS IN ASIA?

Lesson 5: Renewable and Non-renewable Resources

Vocabularies:

1. **Renewable Resource:** A resource that can be replaced or used again and again.
2. **Non-renewable Resource:** A resource that cannot be replaced once it is used up.

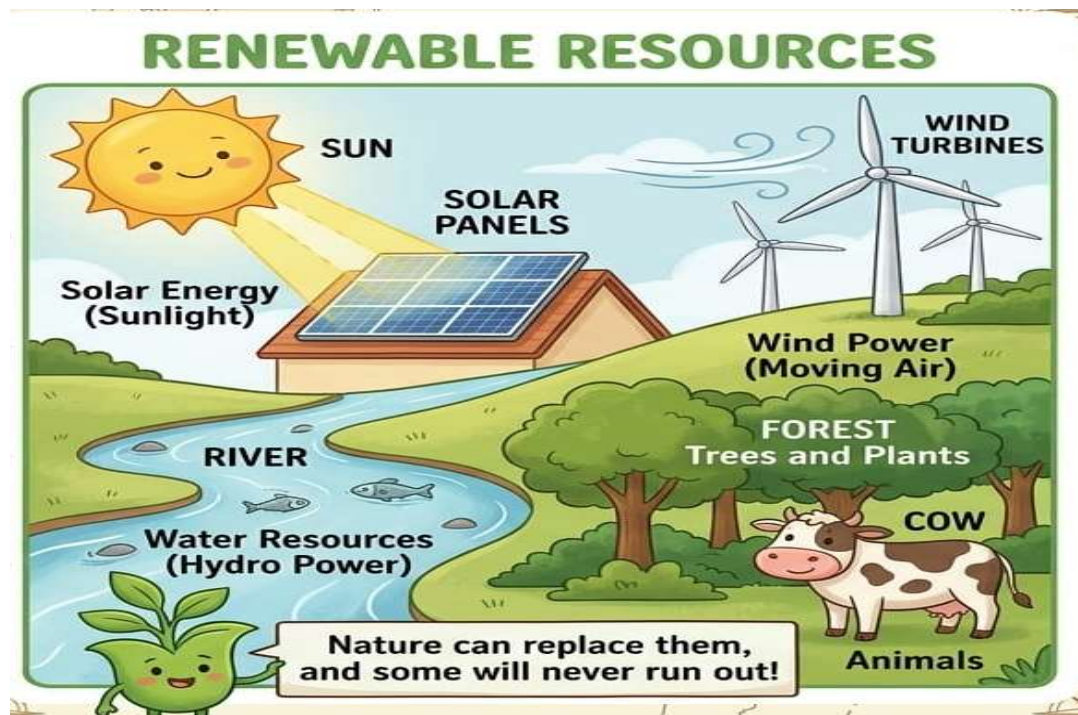


Lesson Content:

Natural resources are divided into two main groups based on how long they last and if they can come back.

1. Renewable Resources: These are resources that nature can replace. Some renewable resources are inexhaustible, meaning they will never run out.

- The Sun: Provides solar energy for light and heat.
- Wind: Provides energy to move giant turbines.
- Water: Provides energy through waves and flowing rivers.
- Plants and Animals: These are renewable because they can grow and reproduce.



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2. Non-renewable Resources: These are resources that take millions of years to form deep underground. Once we use them, they are gone forever because nature cannot replace them quickly.

- Oil (Petroleum): The most famous non-renewable resource in the Arab world.
- Natural Gas: Used for heating and cooking.
- Coal: Burned for energy.
- Minerals: Like gold, iron, and silver.



Important Details:

The Earth gives us natural resources. Some are renewable (like sunlight) and others are nonrenewable (like fossil fuels).

The Arab world is very rich in petroleum (oil).

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Exercises/ Answer the following:

Exercise 1: Sorting Energy

Circle the correct type for each resource:

1. Solar Energy (Sun) : (Renewable / Non-renewable)
2. Coal :(Renewable / Non-renewable)
3. Wind Power : (Renewable / Non-renewable)
4. Natural Gas :(Renewable / Non-renewable)
5. Trees : (Renewable / Non-renewable)

Exercise 2: True or False

1. Draw a check (☑) for true and an (X) for false.
2. Non-renewable resources will eventually run out ()
3. Water is an inexhaustible renewable resource.()
4. Oil can be replaced by nature in just a few days. ()
5. Solar energy comes from the heat and light of the sun. ()

Critical Thinking

Question: If a resource is "non-renewable," why is it even more important to use it wisely compared to a renewable one?

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Activity (Reflection):

The Resource Race

Objective: Understand that some things run out while others don't.

1. Give one student a bowl of "Sunlight" (yellow beads) that you keep refilling.
2. Give another student a small cup of "Oil" (black beads) and tell them they cannot have any more once it's empty.
3. Ask the class: "Which student can keep working forever, and which one has to stop?"
4. Discuss why we need to look for renewable energy.



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OUR CRITICAL THINKING BOXES

UNIT 5: WHEN EARTH FIRST EXISTED

Lesson 1: Early Life/Stone Age

Puzzler: Cave Friends!



How did Stone Age teamwork help them find big meals without buying food?

They hunted together and shared resources!

Lesson 2: Earth Develops/Pangea

Pangea Puzzle!



If Earth's lands were one big puzzle, why did they break apart?

Answer: They moved over millions of years, creating separate continents!

Lesson 3: Day and Night 

The Spinny Planet!



When it's bedtime, what does Earth's spin do to make it night?

Answer: It spins our part away from the Sun!

Lesson 4: The Equator 

The Hot Middle Line!



Why does the sun feel so direct and warm at the Equator all year?

Answer: It's the middle, getting the most direct sunshine!

UNIT 6: WHAT IS IN ASIA?

Lesson 1: My Country

Where We Live!



Why does our country have special symbols that make us unique?

Answer: To help us feel connected and proud!

Lesson 2: Arab Countries

Desert Friends!



What connects Arab people even when they live far away?



Answer: A shared language, history, and traditions!

Lesson 3: Peninsula or Crescent?

Water Shapes!



What's the trick to telling a peninsula from a crescent?

Answer: Count the sides with water! Peninsulas have three!

Lesson 4: Resources in the Arab World

Treasure Hunt!



How did finding oil and gas change the ways of the Arab World?

Answer: It brought new ways to build and develop!

Lesson 5: Natural Resources

Our Planet's Gifts!

Why should we protect natural resources like sun and water?



Answer: So they are always here for us and the future!