



Al-Azhar Al-Sharif
Presidency of Al-Azhar Institutes

ENGLISH RAYS OF WISDOM FOR AL-AZHAR LANGUAGE INSTITUTES

Primary three



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Rays of Wisdom

Year Three Primary

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Preface

Rays of Wisdom 3 been carefully prepared for Grade 3 pupils at Al-Azhar Language Institutes. It is designed to help learners build their English language skills through stories, chants, and lessons inspired by Islamic values. The book combines enjoyable reading with meaningful practice, guiding students to learn language in simple, creative, and purposeful ways.

The stories section includes True Friendship and Khaled, the Brave Tour Guide. These stories encourage imagination, problem-solving, and reflection on kindness, courage, and loyalty.

The jazz chants section offers lively, rhythmic pieces such as Wild Life, Nature, Clean and Green, Charming Egypt, Eat and Be Healthy, and Respect. These chants help students enjoy the rhythm of English, practice speaking with confidence, and learn about health, environment, and love for their country.

The Islamic values section highlights important morals and everyday lessons through simple texts, including The Honest Shopkeeper, Helping a Neighbor, Taking Care of the Mosque, Respecting Teachers, Protecting Nature, Being Patient, Using Kind Words, and Sharing Knowledge. These stories and situations guide pupils to connect their language learning with the values of honesty, respect, kindness, patience, and responsibility.

Through this combination of stories, chants, and values, Rays of Wisdom 3 aims to strengthen reading, writing, listening, and speaking while also nurturing good character and faith. It is both a resource for language development and a companion for personal growth.

Table of Contents

Topic	Page
Stories	6
1- True Friendship	7
2- Khaled, the Brave Tour Guide	15
Jazz Chants	27
1- Wild Life	28
2- Nature	32
3- Clean and Green	36
4- Charming Egypt	40
5- Eat and Be Healthy	44
6- Respect	48
Islamic Values	52
1- The Honest Shopkeeper	53
2- Helping a Neighbor	55
3- Taking Care of the Mosque	57
4- Respecting Teachers	59
5- Protecting Nature	61
6- Being Patient	63
7- Using Kind Words	65
8- Sharing Knowledge	67

Stories

True Friendship

(by Dr. Wafaa)

Adam was an eight-year-old boy. Two years ago, he had an accident. Since then, he used a wheelchair to move.



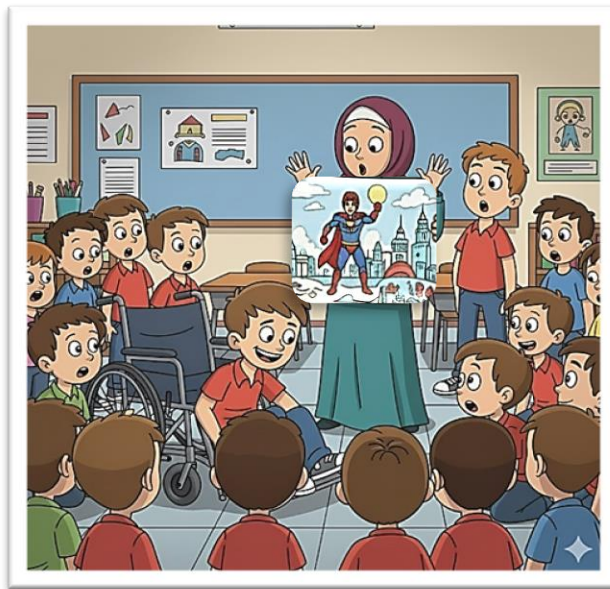
On his first day in Primary Three, his mom was preparing his lunch. She smiled and said, “Are you ready, dear?” Adam sighed, “Yes, Mom, but I’m afraid. I don’t know anyone in my new school. What if I have no friends?” His mom kissed him and said, “Don’t worry. Be kind and cheerful. Then they will love you.”



At school, during break, Adam sat alone in the hall. A boy named Gaser looked at him and laughed. “Look, Omar! He can’t walk. He always sits in a wheelchair.” But Omar said, “He looks kind. Don’t tease him.” Still, Gaser pushed Adam’s wheelchair and spun it fast. Adam cried, “Stop, please!” but Gaser didn’t listen. Adam fell down and hurt himself. The teacher helped Adam back to his chair. Adam stayed quiet and didn’t talk about Gaser.



Weeks later, the art teacher spoke about a drawing competition. Everyone pointed to Gaser because he was good at drawing. But Adam raised his hand too. When he showed his drawings, the class was surprised. Adam was very good at art!



Gaser felt jealous. At break, he walked away in anger. He was not careful on the stairs. He slipped, fell, and broke his arm and leg. He had to stay in bed for one month.

When Adam came first at the art competition, he went to visit Gaser. He brought him chocolate and flowers. Adam showed him his winning picture. It was a painting of Adam and Gaser together, painting a wall about friendship.

Gaser was touched. He smiled and said, “Thank you, Adam. I’m sorry for being unkind.” Adam replied, “It’s okay. Friends forgive.” From that day, Adam and Gaser became good friends. They always helped each other.

Exercises

A. Choose the correct answer:

1. Why did Adam use a wheelchair?
 - a) He was born that way
 - b) He had an accident two years ago
 - c) He was sick with a fever
 - d) He liked wheelchairs

2. What was Adam worried about on his first day?
 - a) Forgetting his lunchbox
 - b) Having no friends at school
 - c) Not finding his classroom
 - d) Meeting the teachers

3. Who defended Adam when Gaser made fun of him?
 - a) The supervisor
 - b) His mom
 - c) Omar
 - d) No one

4. What talent surprised Adam's classmates?

- a) Running fast
- b) Playing football
- c) Drawing
- d) Singing

5. What happened to Gaser after he became jealous?

- a) He left the school
- b) He won the art competition
- c) He slipped and broke his arm and leg
- d) He told the teacher the truth

6. What did Adam's winning picture show?

- a) His family at home
- b) Adam and Gaser painting together
- c) The supervisor helping him
- d) The school playground

B. Match the word with its meaning:

- | | |
|--------------------|-----------------------------------|
| 1. Wheelchair () | a. A teacher of a class |
| 2. Competition () | b. A chair with wheels for moving |
| 3. Supervisor () | c. A game to find the best |
| 4. Talented () | d. Very good at something |

C. Fill in the blanks

1. Adam was afraid of not having any _____ at his new school.
2. Gaser spun Adam's _____ and made him fall.
3. Adam won first place in the _____ competition.
4. Gaser said, "I'm sorry for being _____."

D. Answer the following questions:

1. Why do you think Adam chose to forgive Gaser instead of staying angry?
2. What can we learn from Adam's way of treating others, even when they are unkind?

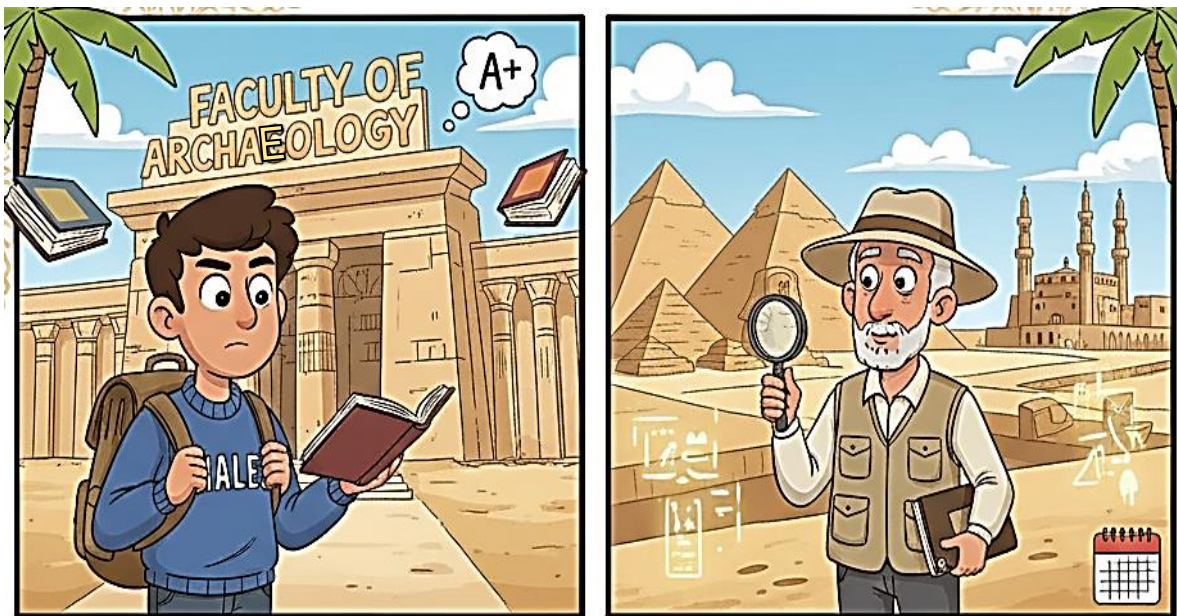
Khaled, the Brave Tour Guide

(by Dr. Wafaa)

Khaled was a young boy who loved Egypt's history. He enjoyed joining school trips, especially to places like Luxor and Aswan. His favorite trip was when he spent a whole week visiting temples there. Khaled always carried a notebook to write down everything he learned. His biggest dream was to study at the Faculty of Archaeology in Cairo when he grew up.



Years passed, and Khaled achieved his dream. He joined the Faculty of Archaeology and worked hard in his studies. On weekends, he visited historical places in Cairo and Giza. After finishing his first year, Khaled thought of working during the summer. He went to many tourism companies and said,



“I know a lot about Egypt’s history. I can speak English and French very well. I would like to work as a private tour guide.”

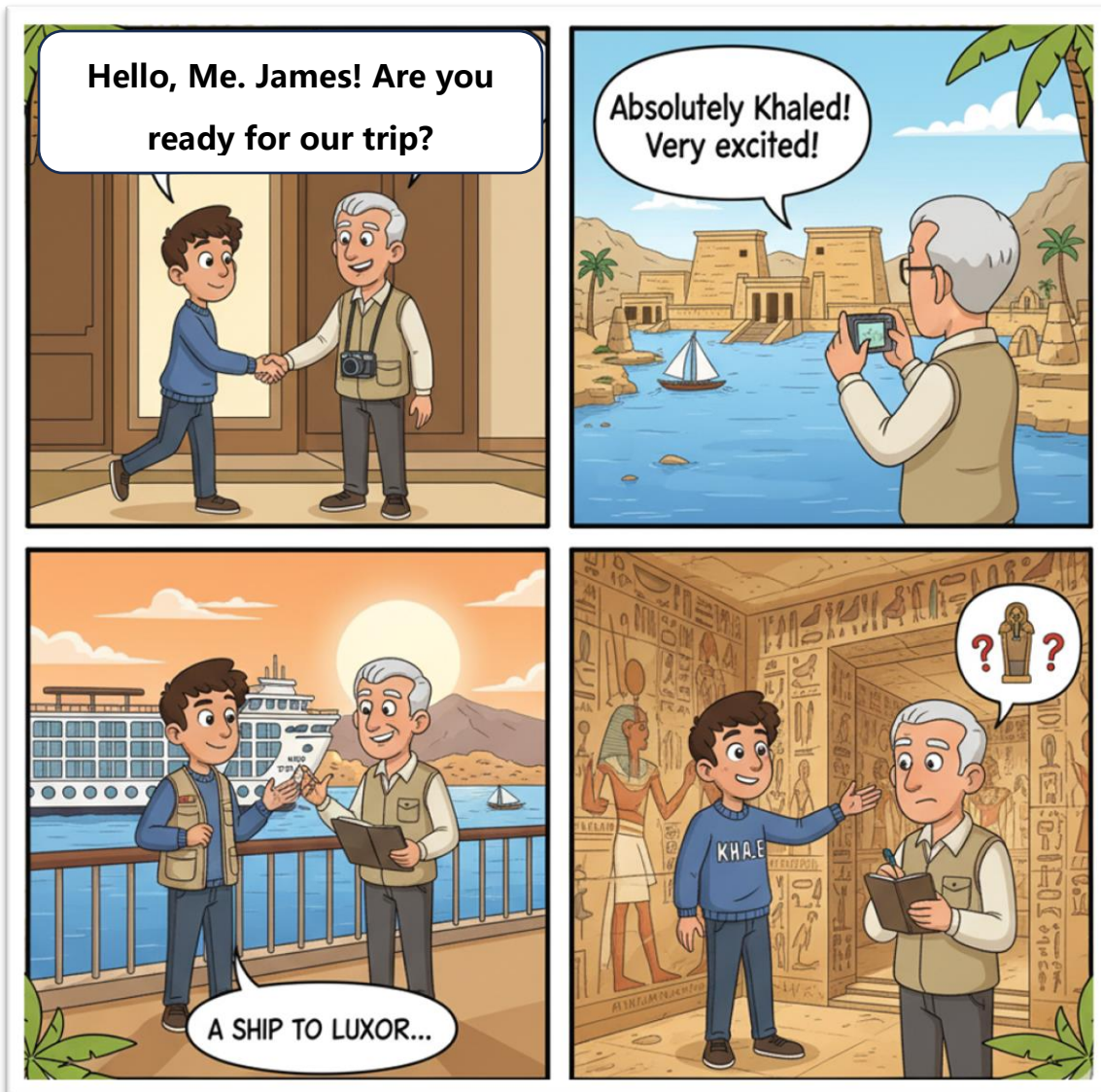
He left his CV in the companies and waited.



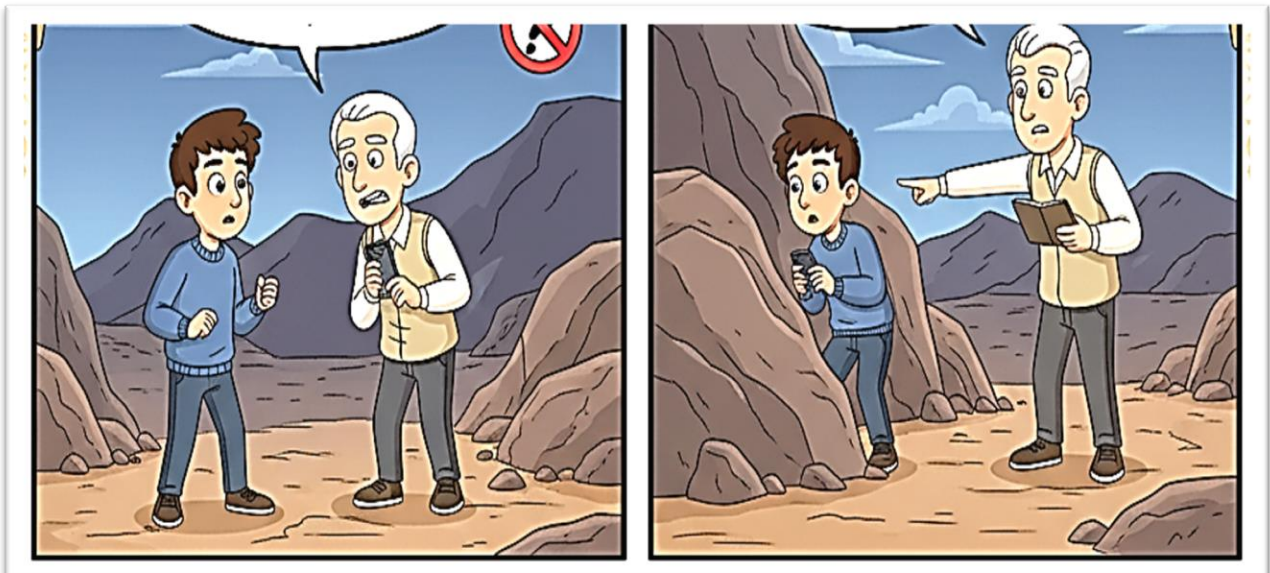
A month later, Khaled received a call from one company. They told him about a tourist named Mr. James who wanted a private guide in Luxor and Aswan. The tourist spoke English and offered Khaled thousand-dollar reward, with all expenses paid. Khaled was very happy and accepted the job.



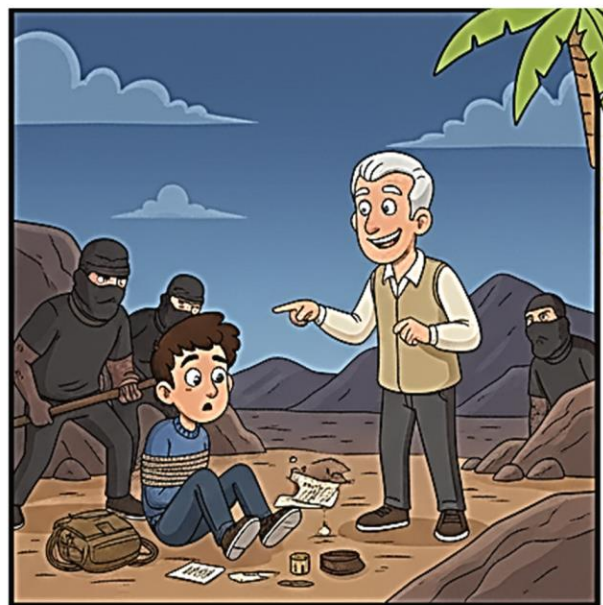
The next day, Khaled met Mr. James at a hotel. They traveled first to Aswan, where they visited many temples and monuments. Then they went by ship to Luxor. Mr. James seemed very interested and even wrote down all the information Khaled told him about the Valley of the Kings.

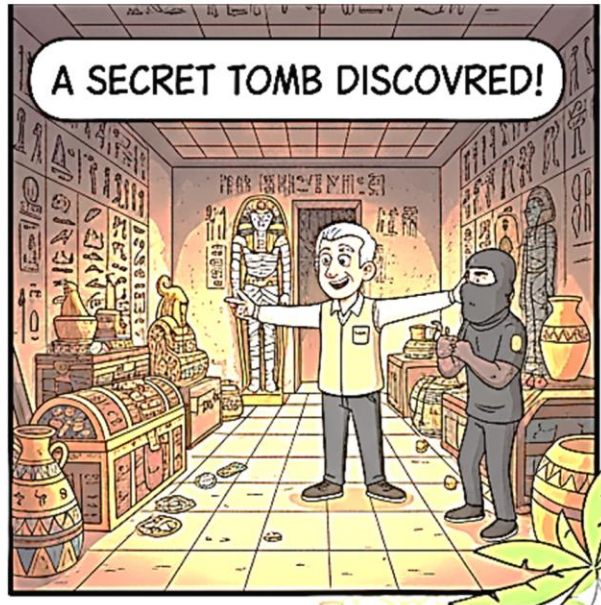


One evening, Mr. James asked to explore a place south of the Valley of the Kings. Khaled felt worried because tourists were not allowed there. But Mr. James insisted. Khaled secretly sent a message to his friend Captain Saleh, who worked in the Tourism Police.



Soon, Khaled realized his fears were true. Five cars suddenly appeared, and twenty men got out. They tied Khaled and took his belongings. The men had digging tools. After half an hour, they opened a secret tomb full of treasures, boxes, and even two mummies. Mr. James was not a real tourist—he was leading a gang to steal Egypt’s monuments!





Just then, police cars surrounded the place. Captain Saleh and the Tourism Police arrested the criminals and freed Khaled. The treasures were safe again.



Later, Khaled was honored. He received a big reward and was called a national hero in newspapers. Khaled was proud, and his family were very proud of his bravery.



Exercises

A. Choose the correct answer:

1. What was Khaled's favorite subject?

- a) Math
- b) History
- c) Sports
- d) Music

2. What faculty did Khaled join?

- a) Medicine
- b) Archaeology
- c) Engineering
- d) Law

3. Which two languages could Khaled speak?

- a) German and French
- b) English and Arabic
- c) English and French
- d) Spanish and French

4. Who was the “tourist” Khaled guided?

- a) Mr. Omar
- b) Mr. James
- c) Captain Saleh
- d) The Minister

5. What did the men find after digging?

- a) A new hotel
- b) An old ship
- c) A secret tomb with treasures
- d) A farm

6. Who saved Khaled at the end?

- a) His mom
- b) His teacher
- c) Captain Saleh and the police
- d) His classmates

B. Fill in the blanks

1. Khaled loved and always joined school trips.
 2. He wanted to study at the faculty of
 3. Mr. James was not a real tourist but a
 4. Khaled was called a national
-

C. Match the word with its meaning

- | | |
|--------------------|---|
| 1. Monument () | a. A group of bad people doing crimes |
| 2. Treasure () | b. A building or statue from the past |
| 3. Gang () | c. Something valuable like gold or jewels |
| 4. Reward () | d. Money or a gift given for doing something good |

D. Answer the following questions:

1. Do you think Khaled was brave? Why?
2. What should we do if we see someone trying to harm our country?

Jazz Chants

Chant 1

Wild Life

(by Dr. Wafaa Ahmed)

**In the forest, lions roar,
Strong and mighty, we adore.**

**Monkeys swing from tree to tree,
Playful, happy, wild, and free.**

**Sharks swim fast in oceans wide,
Sharp white teeth they cannot hide.**

**Whales are gentle, big, and kind,
Friends of nature we can find.**

**Big or small, let them stay,
Protect wild life every day.**

★ **The main idea:**

This chant is about wild animals. It teaches us to admire them, enjoy their beauty, and protect them.

★ **Chant rhythm:**

clap-clap / tap-tap while saying

★ **Rhythm pattern: clap-clap-tap-tap (each line = 8 beats)**

★ **Lines + actions:**

1. In the forest, lions roar, → (make a mane with hands, roar like a lion)
2. Strong and mighty, we adore. → (flex arms like showing strength, then place hands on heart)
3. Monkeys swing from tree to tree, → (pretend to swing with arms, smile big)
4. Playful, happy, wild, and free. → (jump lightly in place, spread arms wide for “free”)
5. Sharks swim fast in oceans wide, → (move hand like a fin swimming, then stretch arms out wide)
6. Sharp white teeth they cannot hide. → (make shark teeth with fingers in front of mouth, snap playfully)
7. Whales are gentle, big, and kind, → (move arms wide like a huge whale, then place hand on heart)
8. Friends of nature we can find. → (point around to classmates, then make a circle shape with arms for “nature”)

9. Big or small, let them stay, → (raise arms high for “big,” crouch down for “small,” then hands forward like “stop”)
10. Protect wild life every day. → (hug yourself gently, then point finger down like saying “every day”)

★ **Let's Chant and Act:**

Clap on the bold words to keep the rhythm. Use actions to show the meaning of the words while chanting.

Exercises

A) Choose the correct answer:

1. In the forest, lions
 - a) Sing
 - b) Roar
 - c) Dance
 - d) Cry
2. Monkeys swing from
 - a) Car to car
 - b) Tree to tree
 - c) House to house
 - d) Chair to chair
3. Sharks swim in oceans wide.
 - a) Slowly
 - b) Fast
 - c) Backward
 - d) Carefully

4. Whales are, big, and kind.
 - a) Angry
 - b) Gentle
 - c) Loud
 - d) Scary
 5. We should protect every day.
 - a) Toys
 - b) Wild life
 - c) Houses
 - d) Cars
-

A) Answer the following questions:

1. Where do lions live?
2. How do monkeys move from tree to tree?
3. What do sharks have that they cannot hide?
4. What word is used to describe whales in the chant?
5. What should we do for wild animals every day?

Chant 2

Nature

(by Dr. Wafaa Ahmed)

Nature's voice is soft and **sweet**,
Trees sing songs, the air's a **treat**.

Rivers sparkle, flow with **care**,
Giving life to all that's **there**.

Sun and moon shine up so **high**,
Stars like lanterns in the **sky**.

Heat and wind in **harmony**,
Guiding boats across the **sea**.

But when angry, nature **warns**,
Heavy rains and **fires** form.

Earth is calling, hear its **cry**,
Keep it safe, don't let it **die**.

★ The Main Idea:

This chant is about nature's beauty and power. It teaches us to enjoy and respect nature, and to protect the Earth.

★ Chant rhythm:

clap-clap / tap-tap while saying

★ Rhythm pattern: clap-clap-tap-tap (each line = 8 beats)

★ Lines + actions:

1. Nature's voice is soft and sweet, → (cup ear like listening, then smile gently)
2. Trees sing songs, the air's a treat. → (sway arms like trees, then take a deep breath happily)
3. Rivers sparkle, flow with care, → (wave arms like water flowing, then move hands slowly forward)
4. Giving life to all that's there. → (spread arms wide, point to friends around you)
5. Sun and moon shine up so high, → (make a circle overhead like sun, then point up for moon)
6. Stars like lanterns in the sky. → (wiggle fingers like twinkling stars above)
7. Heat and wind in harmony, → (wipe forehead for heat, then blow gently for wind)
8. Guiding boats across the sea. → (pretend to row a boat side to side)
9. But when angry, nature warns, → (shake finger like warning, then frown seriously)

10. Heavy rains and fires form. → (wiggle fingers down for rain, wave arms like fire)
11. Earth is calling, hear its cry, → (cup ear again, nod head sadly)
12. Keep it safe, don't let it die. → (hug yourself, then make a heart with hands)

★ **Let's Chant and Act:**

Use actions to show the meaning of the words while chanting.

Exercises

A) Choose the correct answer:

1. Nature's voice is
 - a) Loud and angry
 - b) Soft and sweet
 - c) Hard and strong
 - d) Dark and scary
2. Rivers and flow with care.
 - a) Dry
 - b) Sparkle
 - c) Stop
 - d) Hide
3. Stars are like in the sky.
 - a) Stones
 - b) Lanterns
 - c) Balls
 - d) Flowers

4. Heat and wind help across the sea.

- a) Birds
- b) Boats
- c) Cars
- d) Planes

5. Earth is calling us to

- a) Play
- b) Sleep
- c) Keep it safe
- d) Cut down trees

B) Answer the following questions:

- 1. How does nature's voice sound?
- 2. What do trees do in the chant?
- 3. What gives life to everything around?
- 4. What shines up high with the moon?
- 5. What are stars compared to?

Chant 3

Clean and Green

**Brush your teeth and wash your face,
Keep your room a tidy place.**

**Throw the rubbish in the bin,
That's the way good habits begin.**

**Plant some trees and care for flowers,
Nature gives us happy hours.**

**Turn off lights when not in use,
Save the earth, it has no excuse.**

**Clean hands, clean heart, shining bright,
Do the good and choose what's right.**

**A clean and green world is the key,
For you, for us, for all to see.**

★ **The Main Idea:**

This chant is about **cleanliness and caring for the Earth**. It teaches children good habits at home, at school, and in nature to keep the world clean and green.

★ **Chant rhythm:**

clap-clap / tap-tap while saying

★ **Rhythm pattern: clap-clap-tap-tap (each line = 8 beats)**

★ **Lines + actions:**

1. Brush your teeth and wash your face, → (pretend to brush teeth, then wash face with hands)
2. Keep your room a tidy place. → (pretend to fold clothes or arrange toys neatly)
3. Throw the rubbish in the bin, → (pretend to toss rubbish into a basket)
4. That's the way good habits begin. → (thumbs up, nod head proudly)
5. Plant some trees and care for flowers, → (pretend to dig soil, then water flowers with hand motion)
6. Nature gives us happy hours. → (spread arms wide and smile, looking around happily)
7. Turn off lights when not in use, → (pretend to flip a light switch down)
8. Save the earth, it has no excuse. → (hug yourself like hugging the Earth)
9. Clean hands, clean heart, shining bright, → (wash hands in air, then place hand on heart and stretch arms wide)
10. Do the good and choose what's right. → (point to self, then raise one finger up for "right")

11. A clean and green world is the key, → (make a big circle with arms for “world,” then hold up a pretend key)
12. For you, for us, for all to see. → (point to self, then to friends, then sweep arms out to the class)

★ **Let's Chant and Act:**

Clap on the **bold words** to keep the rhythm. Use the actions with each line to make the chant fun and meaningful.

Exercises

A) Choose the correct answer:

1. Where should you throw the rubbish?
 - a) On the floor
 - b) In the bin
 - c) On the table
 - d) In the street
2. Good habits
 - a) End with fighting
 - b) Begin with care
 - c) Begin with rubbish
 - d) Are not important
3. Nature gives us hours.
 - a) Busy
 - b) Sad
 - c) Happy
 - d) Angry

4. What should you do with lights when not in use?
 - a) Turn them on
 - b) Leave them on
 - c) Turn them off
 - d) Break them
 5. A clean and green world is the
 - a) Problem
 - b) Key
 - c) Room
 - d) Toy
-

B) Answer the following questions:

1. What should you do to your teeth and face?
2. How should you keep your room?
3. What should you do with rubbish?
4. How do good habits begin?
5. What can you plant to help nature?

Chant 4

Charming Egypt

(by Dr. Wafaa Ahmed)

**Land of magic, desert sweet,
Dates and palms, a calm retreat.**

**By the sea, the beaches shine,
Stories old and very fine.**

**Sea and canal meet with cheer,
Proud and strong, the spirit here.**

**Nile and temples, tall and bright,
Pharaohs' land, a shining light.**

★ **The Main Idea:**

This chant is about the beauty of Egypt. It teaches children to admire the desert, the sea, the canal, the Nile, and the temples, and to feel proud of their country.

★ **Chant rhythm:**

clap-clap / tap-tap while saying

★ **Rhythm pattern:**

clap-clap-tap-tap (each line = 8 beats)

★ **Lines + actions:**

1. Land of magic, desert sweet, → (spread arms wide like the desert, pretend to eat a date)
2. Dates and palms, a calm retreat. → (show palm trees swaying with arms, then rest hands on cheek like relaxing)
3. By the sea, the beaches shine, → (wave arms like the sea, then sparkle fingers for “shine”)
4. Stories old and very fine. → (open hands like a big book, point up as if telling a story)
5. Sea and canal meet with cheer, → (join hands together, then clap joyfully)
6. Proud and strong, the spirit here. → (stand tall, hands on hips with pride)

7. Nile and temples, tall and bright, → (raise arms high for tall temples, then stretch arms wide for “bright”)
8. Pharaohs’ land, a shining light. → (point far away with hand, then spread arms like light shining)

★ **Let’s Chant and Act:**

Clap on the bold words to keep the rhythm. Use the actions to connect words with movement and pride.

Exercises

A) Choose the correct answer:

1. Egypt’s desert is full of
 - a) Cars
 - b) Dates and palms
 - c) Rivers
 - d) Snow
2. By the sea, the beaches
 - a) Shine
 - b) Sleep
 - c) Hide
 - d) Break
3. The sea and canal meet with
 - a) Anger
 - b) Cheer
 - c) Fear
 - d) Darkness

4. The Nile has temples that are
 - a) Small and weak
 - b) Tall and bright
 - c) Old and broken
 - d) Hidden and lost
5. Pharaohs' land is called a light.
 - a) Dark
 - b) Shining
 - c) Sad
 - d) Heavy

B) Answer the following questions:

1. What grows in the desert of Egypt?
2. What can you see by the sea?
3. What meets together with cheer?
4. How are the temples described?
5. Whose land is called a shining light?

Chant 5

Eat and Be Healthy

(by Dr. Wafaa Ahmed)

**I like fruits, so fresh, so sweet,
Best of all the things to eat.**

**I like veggies, bright and fine,
Make me strong in every line.**

**Pizza, fries, and burgers — less,
Too much brings us no success.**

**Three good meals and water too,
Sleep at night is good for you.**

**Eat out sometimes, if you must,
But Mum's food is what we trust.**

**Healthy meals will make us strong,
Thank God for food all lifelong.**

★ The Main Idea:

This chant is about healthy food and habits. It teaches children to eat fruits and vegetables, avoid too much junk food, drink water, trust home-cooked meals, and sleep well.

★ Chant rhythm:

clap-clap / tap-tap while saying

★ Rhythm pattern:

clap-clap-tap-tap (each line = 8 beats)

★ Lines + actions:

1. I like fruits, so fresh, so sweet, → (pretend to eat an apple or banana)
2. Best of all the things to eat. → (rub stomach happily)
3. I like veggies, bright and fine, → (pretend to munch on a carrot or cucumber)
4. Make me strong in every line. → (flex arms to show strong muscles)
5. Pizza, fries, and burgers — less, → (wag finger “no” for less fast food)
6. Too much brings us no success. → (shake head “no,” cross arms in front)
7. Three good meals and water too, → (count 1-2-3 with fingers, pretend to drink water)

8. Sleep at night is good for you. → (rest head on hands like sleeping)
9. Eat out sometimes, if you must, → (pretend to sit at a table with a fork and spoon)
10. But Mum's food is what we trust. → (pretend to stir a pot, smile proudly)
11. Healthy meals will make us strong, → (flex arms again with big smile)
12. Thank God for food all lifelong. → (raise both hands in thanks)

★ **Let's Chant and Act:**

Clap on the bold words to keep the rhythm. Do the food and health actions to make learning fun.

Exercises

A) Choose the correct answer:

1. Fruits are
 - a) Bitter
 - b) Fresh and sweet
 - c) Salty
 - d) Hard
2. Veggies make us
 - a) Weak
 - b) Sleepy
 - c) Strong
 - d) Sad

3. Pizza, fries, and burgers should be eaten
a) More
b) Less
c) Always
d) Never
4. We should have good meals and water too.
a) Two
b) Three
c) Four
d) Five
5. Mum's food is what we
a) Break
b) Leave
c) Trust
d) Waste

B) Answer the following questions:

1. What kinds of food are fresh and sweet?
2. What do vegetables help us become?
3. What happens if we eat too much fast food?
4. How many good meals should we have each day?
5. Why do we trust Mum's food?

Chant 6

Respect

Say “**please**” and say “**thank you**,”
Kind words **make** the **day** brand **new**.

Listen well and **do** not **shout**,
Respect is **what** it’s **all** about.

Treat your **teacher**, **friends**, and **all**,
Be **polite**, both **big** and **small**.

Wait your **turn** and **do** not **fight**,
Respect will **make** your **heart** feel **light**.

Care for **sister**, **teacher**, **brother**,
Show **respect** for **one** **another**.

Respect is **love** we **give** and **show**,
It **helps** the **world** to **smile** and **grow**.

★ The Main Idea:

This chant is about respect and manners. It teaches children to use polite words, listen, wait their turn, and show kindness to everyone.

★ Chant rhythm:

clap-clap / tap-tap while saying

★ Rhythm pattern:

clap-clap-tap-tap (each line = 8 beats)

★ Lines + actions:

1. Say “please” and say “thank you,” → (put hands together politely, nod head)
2. Kind words make the day brand new. → (point to mouth, then draw a big smile with hands)
3. Listen well and do not shout, → (cup hand to ear, then finger to lips “shhh”)
4. Respect is what it’s all about. → (hand on heart, then spread arms wide)
5. Treat your teacher, friends, and all, → (point to teacher, friends, and around the room)
6. Be polite, both big and small. → (stand tall for big, crouch for small)

7. Wait your turn and do not fight, → (hold hand up like waiting, shake finger for “no fight”)
8. Respect will make your heart feel light. → (hand on heart, then lift arms happily)
9. Care for sister, teacher, brother, → (pretend to hug someone close)
10. Show respect for one another. → (point to different classmates kindly)
11. Respect is love we give and show, → (draw a heart with hands, then extend hands outward)
12. It helps the world to smile and grow. → (make a big circle for “world,” then reach arms up like a tree growing)

★ **Let's Chant and Act:**

Clap on the bold words to keep the rhythm. Do the respect and kindness actions to bring the chant to life.

Exercises

A) Choose the correct answer:

1. We should say
 - a) Stop and go
 - b) Please and thank you
 - c) Run and jump
 - d) Bye and cry
2. Respect means we do not
 - a) Listen
 - b) Shout
 - c) Smile
 - d) Care

3. We should treat with respect.

- a) Only friends
- b) Only teachers
- c) Everyone
- d) No one

4. Respect makes your heart feel

- a) Heavy
- b) Sad
- c) Light
- d) Angry

5. Respect is we give and show.

- a) Love
- b) Food
- c) Toys
- d) Games

B) Answer the following questions:

1. What words should we say to show respect?
2. What should we do instead of shouting?
3. Who should we treat with respect?
4. What happens to your heart when you respect?
5. How does respect help the world?

Islamic Values

1. Being Honest

In a small town, there was a man who owned a shop. One day, a boy came to buy some bread. The shopkeeper gave him the bread and by mistake added extra money as change. The boy was very happy at first, thinking he had more money to buy sweets. But on his way home, he remembered what he had learned in school: “Always be honest.” He returned to the shop and gave the money back. The shopkeeper smiled and said, “You are a good boy. Honesty makes us trustworthy.” The boy felt proud because he did the right thing.

Moral: Honesty builds trust and makes people respect you.

Exercises

Task 1: Circle the picture that shows honesty.



Task 2: Work with a partner. Read and act out.

1. The boy: "Here is the money. I want to be honest."
 2. The shopkeeper: "Thank you. You are a good boy."
-

Task 3: Read and tick (✓) or cross (X).

1. The boy kept the money to buy sweets. ()
 2. The boy gave the money back to the shopkeeper. ()
 3. The shopkeeper was angry with the boy. ()
-

Task 4: Complete the sentence

1. Honesty makes people
 2. The boy felt because he did the right thing.
-

Task 5: Answer the following questions:

1. What mistake did the shopkeeper make?
 2. Why did the boy return the money?
 3. What lesson can we learn from this story?
-

2. Helping a Neighbor

Fatimah noticed that her old neighbor could not carry her heavy bag. She asked her mother to help the old woman and she said OK. The neighbor was very happy and made dua for Fatimah. Later, when Fatimah needed help with her homework, the same neighbor's daughter came and supported her. Fatimah realized that helping others brings help back to us in ways we don't expect.

Moral: Helping neighbors strengthens love and support in the community.

Exercises

Task 1: Circle the picture that shows helping a neighbor.



Task 2: Work with a partner. Read and act out.

1. Fatimah: *"Let me help you with the bag."*
 2. Neighbor: *"Thank you, dear. Allah bless you."*
-

Task 3: Read and tick (✓) or cross (X).

1. Fatimah ignored her neighbor. ()
 2. The neighbor made dua for Fatimah. ()
 3. Later, Fatimah got help with her homework. ()
-

Task 4: Complete the sentence

1. Helping neighbors brings
 2. Fatimah was when she got help with her homework.
-

Task 5: Answer the following questions:

1. What did Fatimah do for her neighbor?
 2. Who helped Fatimah later?
 3. What lesson does this story teach?
-

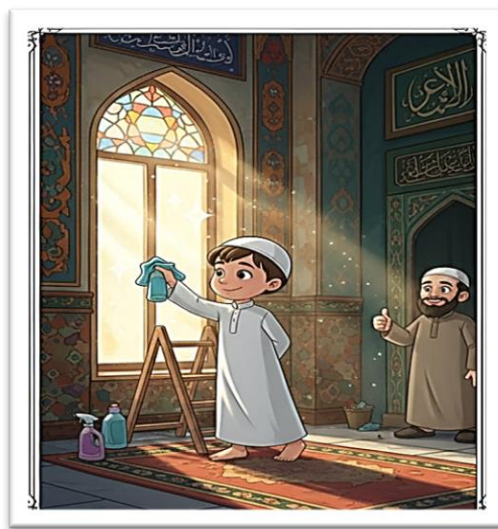
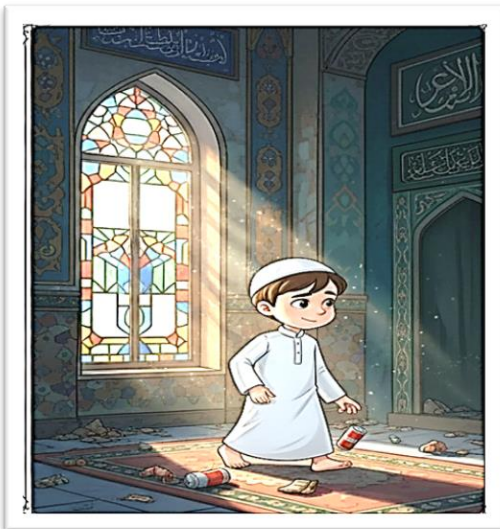
3. Taking Care of the Mosque

Every Friday, children from the village helped clean the mosque. Ahmad joined them for the first time. He wiped the windows, placed the books neatly, and watered the small plants outside. He felt very happy serving the house of Allah. The Imam told him, “Every small act you do here is a good deed.” Ahmad promised to come every week.

Moral: Caring for the mosque is a way of worship and brings rewards.

Exercises

Task 1: Circle the picture that shows taking care of the mosque.



Task 2: Work with a partner. Read and act out.

1. Ahmad: *"I will wipe the windows."*
 2. Imam: *"Every small act you do here is a good deed."*
-

Task 3: Read and tick (✓) or cross (X).

1. Ahmad helped clean the mosque. ()
 2. Ahmad felt sad when he worked. ()
 3. Ahmad promised to come every week. ()
-

Task 4: Complete the sentences

1. Ahmad placed the neatly.
 2. Caring for the mosque brings
-

Task 5: Answer the following questions:

1. What jobs did Ahmad do in the mosque?
 2. Why did Ahmad feel happy?
 3. How can children help care for the mosque?
-

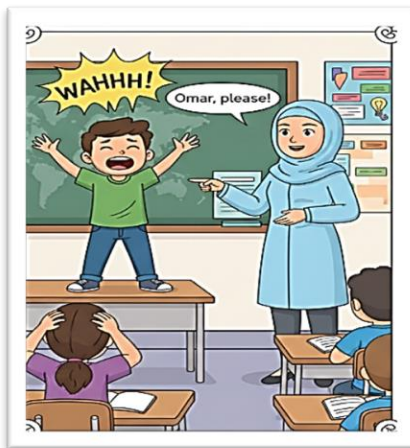
4. Respecting Teachers

Omar sometimes spoke in class while his teacher was writing on the board. One day, his teacher became upset. Omar went home and told his mother. She said that teachers are like parents because they guide us with knowledge. The next day, Omar greeted his teacher politely, listened carefully, and raised his hand to answer. His teacher smiled and praised him. Omar realized that respecting teachers makes learning easier and more joyful.

Moral: Respecting teachers brings blessings in knowledge.

Exercises

Task 1: Circle the picture that shows respecting the teacher.



Task 2: Work with a partner. Read and act out.

1. Mother: *"Teachers are like parents. They guide us with knowledge."*
 2. Omar: *"Good morning, teacher."*
-

Task 3: Read and tick (✓) or cross (X).

1. Omar sometimes spoke in class without permission. ()
 2. His mother said teachers are like parents. ()
 3. Omar respected his teacher the next day. ()
-

Task 4: Complete the sentence

1. Omar greeted his teacher
 2. Respecting teachers makes learning
-

Task 5: Answer the following questions:

1. Why was the teacher upset with Omar?
 2. What advice did Omar's mother give him?
 3. How should we show respect to teachers?
-

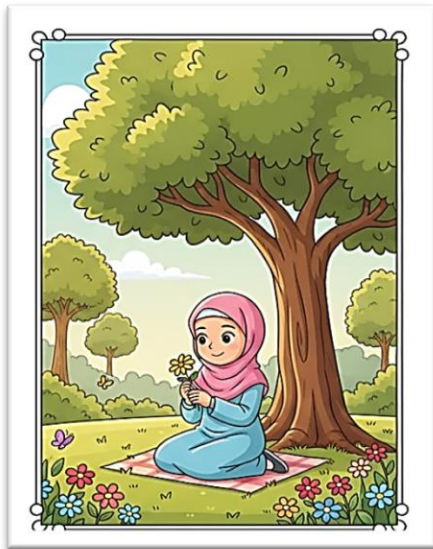
5. Protecting Nature

Sara loved flowers and trees. She saw some children breaking branches from a small tree near her house. She told them, "Please stop! Trees give us shade, fruit, and clean air." The children listened and left. Later, the tree grew and gave beautiful flowers. Sara's family enjoyed sitting under it. She was proud she protected it.

Moral: Protecting nature is part of caring for Allah's creation.

Exercises

Task 1: Circle the picture that shows protecting nature.



Task 2: Work with a partner. Read and act out.

1. Sara: *"Please stop! Trees give us shade, fruit, and clean air."*
 2. Children: *"Okay, we will stop."*
-

Task 3: Read and tick (✓) or cross (X).

1. Sara saw children breaking branches. ()
 2. She said nothing to them. ()
 3. The tree later grew flowers. ()
-

Task 4: Complete the sentence

1. Trees give us, fruit, and clean air.
 2. Sara was because she protected the tree.
-

Task 5: Answer the following questions:

1. What were the children doing to the tree?
 2. How did Sara protect the tree?
 3. Why should we care for nature?
-

6. Being Patient

Khalid wanted to buy a new toy, but his parents told him to wait until Eid. He felt sad at first but remembered that patience brings reward. He decided to save his pocket money instead of complaining. When it was Eid, his parents bought him the toy, and he also had enough money to buy a gift for his little brother. He felt double the joy because he was patient.

Moral: Patience brings reward and happiness.

Exercises

Task 1: Circle the picture that shows being patient.



Task 2: Work with a partner. Read and act out.

1. Khalid: *"I want a toy now!"*
 2. Parents: *"Wait until Eid, please."*
 3. Khalid: *"Okay, I will be patient."*
-

Task 3: Read and tick (✓) or cross (X)

1. Khalid's parents told him to wait until Eid. ()
 2. Khalid spent his money on sweets. ()
 3. Khalid was happy because he was patient. ()
-

Task 4: Complete the sentence

1. Patience brings and happiness.
 2. Khalid saved his money.
-

Task 5: Answer the following questions:

1. What did Khalid want to buy?
 2. How did he show patience?
 3. What happened when Eid came?
-

7. Using Kind Words

Layla was playing when her friend dropped her toy. Instead of saying something unkind, Layla said gently, “Don’t worry, we can fix it.” Her friend smiled and thanked her. Later, when Layla made a mistake in a game, her friend used kind words with her, too. Both girls learned that kind speech makes friendships stronger.

Moral: Kind words bring love and remove anger.

Exercises

Task 1: Circle the picture that shows kind words.



Task 2: Work with a partner. Read and act out.

1. Friend: *"Oh no! My toy broke."*
 2. Layla: *"Don't worry, we can fix it."*
 3. Friend: *"Thank you, Layla."*
-

Task 3: Read and tick (✓) or cross (X).

1. Layla used kind words with her friend. ()
 2. Her friend became angry with her. ()
 3. Kind speech makes friendships stronger. ()
-

Task 4: Complete the sentence

1. Kind words bring and remove anger.
 2. Layla said, "Don't, we can fix it."
-

Task 5: Answer the following questions:

1. What happened to the toy?
 2. How did Layla respond?
 3. Why are kind words important?
-

8. Sharing Knowledge

Yusuf was very good at reading Quran. His friend Ali wanted to improve but found it hard. Instead of keeping his skill to himself, Yusuf offered to help Ali after school. They read together every day, and soon Ali became much better. Yusuf felt happy that he used his knowledge to help. His teacher told him that sharing knowledge is like giving charity.

Moral: Sharing knowledge helps others and earns reward.

Exercises

Task 1 Circle the picture that shows sharing knowledge.



Task 2: Work with a partner. Read and act out.

1. Ali: *"Reading is hard for me."*
 2. Yusuf: *"Don't worry, I will help you."*
 3. Teacher: *"Sharing knowledge is like giving charity."*
-

Task 3: Read and tick (✓) or cross (X).

1. Yusuf helped Ali after school. ()
 2. Ali became worse at reading Quran. ()
 3. Sharing knowledge earns reward. ()
-

Task 4: Complete the sentence

1. Sharing knowledge helps
 2. Yusuf was very good at
-

Task 5: Answer the following questions:

1. What was Yusuf good at?
 2. How did he help Ali?
 3. What is the reward of sharing knowledge?
-



Rays of Wisdom 3 helps Grade 3 Al-Azhar students learn English through stories, chants, and Islamic values. With tales of friendship and courage, fun jazz chants about nature and health, and lessons on honesty, kindness, and respect, the book links language learning with imagination, character, and faith.