



RHPJ28

**GRADES
2-3**

Communities Around The World

Lesson Plans for Teachers

with reproducible
student worksheets

Activities for Students

with Word Search,
Crossword, and
Answer Key

Unit Test & Evaluation

lets the Teacher know
what the Students
have learned



 Reproducible



TABLE OF CONTENTS

UNIT OVERVIEW	4
SECTION ONE: LESSON PLANS	5
Day One, Day Two.....	6
Day Three, Day Four	7
Day Five, Day Six	8
Day Seven, Days Eight to Eleven	9
Day Twelve, Day Thirteen, Days Fourteen and Fifteen	10
Days Sixteen to Nineteen, Day Twenty, Day Twenty-One	11
Day Twenty-Two, Days Twenty-Three to Twenty-Five, Day Twenty-Six, Day Twenty-Seven	12
SECTION TWO: STUDENT BOOKLET	13
Customs And Traditions	15
Foods From Around The World.....	17
Games From Around The World	19
Games Around The World	21
Celebrations From Around The World	22
Celebrations Around The World.....	24
A Community In Egypt	25
A Community From Around The World	26
Community Comparisons.....	27
Summary Questions	30
SECTION THREE: UNIT ACTIVITIES.....	32
Egyptian Community Jot Notes.....	33
Vocabulary Match	37
SECTION FOUR: OUTLINES	39
Jot Notes Outline	40
Report Outline.....	48
Background Information	49
Land	50
Natural Resources	51
Industries	52
Daily Life	53
Language	54
Religion	55



UNIT OVERVIEW
COMMUNITIES AROUND THE WORLD

The “*Communities Around The World*” unit focuses on a community in Egypt as well as other communities around the world. The “*Communities Around The World*” unit is divided into five sections. The first section contains a set of lesson plans for the teacher. Details are provided for the activities that the children participate in during each lesson. The second section provides a student booklet in which children record their research and findings. The third section includes activities that are used during the lessons of the unit. The fourth section includes a jot notes outline, a jot notes guide, a report outline, and a bibliography outline that the children need to complete a report on a community somewhere in the world. The final section contains a crossword puzzle and a word search puzzle that reinforces some of the vocabulary used throughout the “*Communities Around the World*” unit.

A display of books about different communities around the world should be set up somewhere in the classroom. Children refer to these books as they complete the different activities in this unit. They are also encouraged to read these books in their spare time and during silent reading.

LEARNING OBJECTIVES

Throughout the unit, the children learn about:

- the concepts of ‘custom’ and ‘tradition’
- the customs and traditions of the people in their own community
- the customs and traditions of different communities throughout the world
- the games traditionally played by children throughout the world
- the different celebrations held by various communities throughout the world
- traditional foods and dishes eaten by people throughout the world
- writing jot notes
- turning jot notes into paragraphs
- writing reports.



LESSON PLANS
DAY ONE, DAY TWO

DAY ONE

Brainstorming

Discuss the meaning of the terms ‘custom’ and ‘tradition’. As a class, brainstorm a list of customs and traditions that the children and their families keep. Accept all responses given by the children and continue this activity until all responses from the children have been exhausted. Encourage discussions of the responses and give the children time to tell the rest of the class about the customs and traditions they follow in their family. Share your customs and traditions with your class.

Student Booklets

After the brainstorming activity, have the children complete the activity on customs and traditions in their student booklets. Remind the children to answer all the questions using complete sentences.

Vocabulary Match Game

As the children finish their student booklets, they play the *Vocabulary Match Game* individually or with a partner. The children match the words to their definitions or they use the cards to play a game of concentration.

DAY TWO

Brainstorming

The children brainstorm a list of foods associated with different countries. They name the food and try to identify the country where the food is eaten. If they can’t identify the country, leave a space to see if they can discover the country of origin later. Record the children’s responses on a sheet of chart paper. Accept all responses given by the children and continue this activity until all responses from the children have been exhausted.

Student Booklets

The children work with a partner or in a small group to complete this activity. Working with their partner or in their small group, the children search through books in the class book display to discover foods eaten by people of different countries. On the chart in their student booklets, the children list the name of the food, the country where the food is eaten, and a description of the food. If the children discover that a food is associated with more than one country, they list the names of all the countries under the ‘country’ heading on the chart. After all of the children have completed the activity, add to the brainstormed list as a class. See how many foods the children came up with and if they discovered the countries of origin for all of the foods they had brainstormed earlier.

Vocabulary Match Game

As the children finish their student booklets, they play the *Vocabulary Match Game* individually or with a partner. The children match the words to their definitions or they use the cards to play a game of concentration.

STUDENT BOOKLET
CUSTOMS AND TRADITIONS



1. What does the term ‘custom’ mean?

2. What does the term ‘tradition’ mean?

3. Do you think that everyone in the world has customs and traditions they keep?

Explain your answer.

UNIT ACTIVITIES
EGYPTIAN COMMUNITY JOT NOTES



Map

- west – Libya
- south – Sudan
- northeast – Israel and Jordan
- east – Saudi, Red Sea
- north – Mediterranean Sea



Background Information

- population of Egypt is 85,364,585 (as of 2015)
- capital city of Egypt is Cairo
- half the population live in cities and half in villages and small towns
- located in northeast corner of Africa and southwestern tip of Asia

Land

- 99% of population live in Nile Valley
- fertile land in Nile Valley
- rest of land in Egypt is desert
- Nile River is longest river in the world (6700 km from North to South)
- very little rain in Egypt
- have two seasons: cool winter from November to April and hot summer from May to October



Natural Resources

- fertile farm land
- oil, natural gas, coal (meets energy needs of country)
- some iron ore, phosphate, limestone, manganese, salt

Industries

- cement
- textile mills (cotton is turned into cloth and clothing)
- iron, steel, and aluminum products
- chemicals, fertilizers, and plastics
- tourism is most profitable industry
- over one million tourists each year

Daily Life

- mixture of old ways and new ways (cars and donkeys on road, modern buildings and mud brick buildings)
- farming is an important way of life



UNIT ACTIVITIES
VOCABULARY MATCH



custom	the way a group of people have done things for many years
tradition	the passing on of customs and beliefs from parents to children
celebration	a way of observing an event
holiday	a day when people do not have to work
game	an activity that follows rules

OUTLINES
JOT NOTES OUTLINE



Map

What is the name of the country that you are studying? What countries are its neighbours? What major bodies of water or landforms are located in and around the country?

Background Information

What is the population of the country that you are studying? What is the capital city of the country? Where is the country located?

Land

Where do most of the people live? What is the land like in the country that you are studying? What are the major landforms? What is the climate like?

Natural Resources

What natural resources are found in the country that you are studying? What are they used for?

Industries

What industries support the people in the country that you are studying? What is the primary industry? Where are these industries located?

Daily Life

What is the daily life like for the people? How do they spend their days? Is their way of life similar to long ago or has it changed? How is their life the same as long ago? How is their life different from long ago?

Language

What is the official language? Has this always been their official language? What other languages are spoken? What are some words in the official language?

ADDITIONAL ACTIVITIES
CROSSWORD PUZZLE

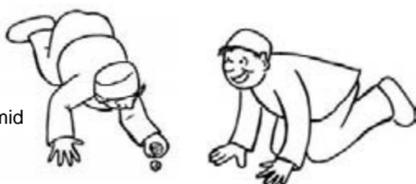


NAME : _____



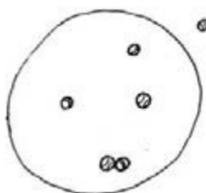
ACROSS

- 2 a way of observing an event
- 5 a way of playing to relax
- 6 a day when people do not have to work
- 7 a place where Muslims worship
- 8 huge stone tombs in the shape of a pyramid
- 9 a piece of land that has boundaries



DOWN

- 1 a way of moving from one place to another
- 2 the way a group of people have done things for many years
- 3 the passing on of customs and beliefs from parents to children
- 4 a way of playing that has rules



ADDITIONAL ACTIVITIES
UNIT TEST



B. Answer the following questions using complete sentences:

- 1. What are two ways that the Egyptian people keep their customs and traditions?

- 2. How is the way of life of the people in an Egyptian community similar to the way of life of the people in the country you have researched?

You've Just Finished your Free Sample

Enjoyed the preview?

Buy: <http://www.ebooks2go.com>