

# Valentine's Day worksheet 1

Read and complete the poems. Then match each title to its poem.

Look at these Valentine poems for the "Roses are red" competition. The poets forgot to write the title and the last line for each one. Can you do it?

## Spring Valentine: 'Roses are red'

Roses are red,  
Violets are blue,  
Sugar is sweet,  
And so are you.

Online Valentine  
Healthy Valentine  
Astronaut Valentine

But I'd rather be with you  
To download my love  
But you are number one

1

Running is great,  
Biking is fun,  
Surfing is exciting,

2

Rockets are fast,  
Planets are huge,  
I could go into space,

3

Turn off the laptop,  
Turn on the phone,  
Click on this link,



# Valentine's Day worksheet 2



**Write your own Valentine poem for the competition. Use the ideas below or your own ideas. Give your poem a title and draw a frame for it. Say your poem!**

You can write about: food, clothes, the weather, animals, the natural world.



## Level 5

# Teaching notes

### Valentine's Day

- These cultural notes describe both the origins of this festival, as well as its current traditions. You can explain as much as you think is relevant to your class and encourage students to recognize and point to the relevant items on the worksheet.
- Valentine's Day is a special time when people express feelings of love, affection, and friendship. It is celebrated around the world and falls on February 14th every year. One of the popular origins of Valentine's Day was the story of Saint Valentine, a priest in Roman times. Valentine illegally officiated marriage for soldiers who were not supposed to marry. For this reason, Emperor Claudius II had him executed. Before his execution, Valentine wrote a letter to Julia, his jailer's daughter. When Valentine was buried, supposedly on February 14th, Julia planted pink blossom by his grave representing love and friendship. During the Middle Ages in England, people started to associate Valentine's Day with romantic love. It was in 1382 when the poet Geoffrey Chaucer wrote, "For this was on St. Valentine's Day, when every bird cometh there to choose his mate." Birds' mating season falls in February, hence their association with love. In 1537, English King Henry VIII proclaimed February 14th a holiday. It seems people exchanged Valentine Day's cards for the first time during the 1700s. Around the 1840s, letters and cards for this festival started to be mass produced.
- Nowadays, Valentine's Day is a well-known celebration in English-speaking countries and around the world. In the U.S., it is the second most popular occasion for sending cards and letters, after Christmas. People show appreciation for those they love and care for. They give chocolates, greeting cards, or flowers to their loved ones and couples often go out for a romantic dinner. In some countries, such as Finland and some Latin American countries, Valentine's Day is also a time to appreciate friends. As for children, one typical activity is exchanging valentines – these are decorative cards, sometimes without one's name on them. Some children also decorate their home or classroom with heart shapes and drawings, balloons, and streamers. In recent years, some families and schools have chosen this holiday as an opportunity to help children express affection and friendship in ways that transcend materialism. Children take part in activities that encourage them to show kindness, respect, and thoughtfulness to their classmates and people around them.

### Valentine's Day worksheet 1

- **Pre-activity:** Use the cultural notes to talk about Valentine's Day with your class. Activate prior knowledge by asking, e.g. *When's Valentine's Day? (on 14th February), What do people do on this day?, Do you celebrate it?, What do you do?* Encourage students to say words or ideas related to this festival, such as *hearts, love, flowers, chocolates, Valentine cards*. Explain that in many countries Valentine's Day is also a special day to celebrate friendship. Then say that in the U.S., people usually give each other cards with short poems or messages on them. Say *Let's take a look at some Valentine poems!*
  - Read the instructions with students and get a volunteer to read the model poem, "Roses are red." Say that this is a traditional English love poem. Then get students to read the rest of the poems, and to complete them with their missing last lines and titles. Explain that each poem's last line has to rhyme with its second line. Students do the activity individually or in pairs. Check answers with the whole class: individual students take turns to read poems 1–3.
- Key:** 1 Healthy Valentine, But you are number one; 2 Astronaut Valentine, But I'd rather be with you; 3 Online Valentine, To download my love
- **Optional follow-up activities:** Remind students that these poems are for a Valentine's Day competition. They take turns to say which poem they think will be the winner.
  - Divide the class into three groups. Each group memorizes one of the poems, and makes up some actions for it. Then each group comes to the front, says, and acts out their poem.
  - Students can come up with alternative titles for the poems, e.g. *Technology Valentine, Sports Valentine, Space Adventure Valentine*, etc.
  - In pairs or groups, students can also come up with slightly different versions of the poems. Ask them to change one or two words in them. Give each pair or group a poem to experiment with, or they can choose it themselves.

## Valentine's Day worksheet 2

- **Pre-activity:** Say Now, imagine you're taking part in the "Roses are red" competition. Are you ready to write your Valentine poem? Read the instructions with students and go through the ideas given for the poems. If necessary, encourage students to say a few items (nouns) related to each topic, and write the items on the board. You can also get students to say some adjectives and colors to describe those nouns, and write the words on the board. For extra support, you could do some work on rhymes, getting students to come up with words that rhyme (broadly speaking) with, e.g., *you* (*blue, too, shoe, moon, wood, glue, suit, tune, true*) and with *love* (*cold, fog, pond, goal, sun, stone, glove, jump*).
- In pairs or small groups, students choose a topic. Then they brainstorm some words related to it, or use some of the items from the board. They decide which two words to use for their poem's second and last lines, which have to rhyme. Then they try writing their poem. As students work, circulate, helping them make rhymes or come up with possible lines for their poems. Praise their efforts and creativity. Students then give

a title to their poem, and draw a topic-related frame for it. Finally, they stand up and read their poem for the rest of the class – they could omit the very last word for the class to guess it.

**Key:** Students' own answers

- **Optional follow-up activity:** Keep track of students' poems and write their titles on the board. When everyone has said their poem, students vote for the one they liked best, by raising their hands. Keep a tally on the board to find out which is the winning Valentine poem.