



## Level 1

# Easter worksheet 1



**Read and draw lines.**

Can you help these four friends get to their Easter eggs in the basket?

There are stars  
on my Easter egg.



Billy Bunny

There are flowers on  
my Easter egg.



Charlie Chick

I like hearts.  
My Easter egg  
has hearts.



Helen Hen



My Easter egg  
is a face. It's  
happy!



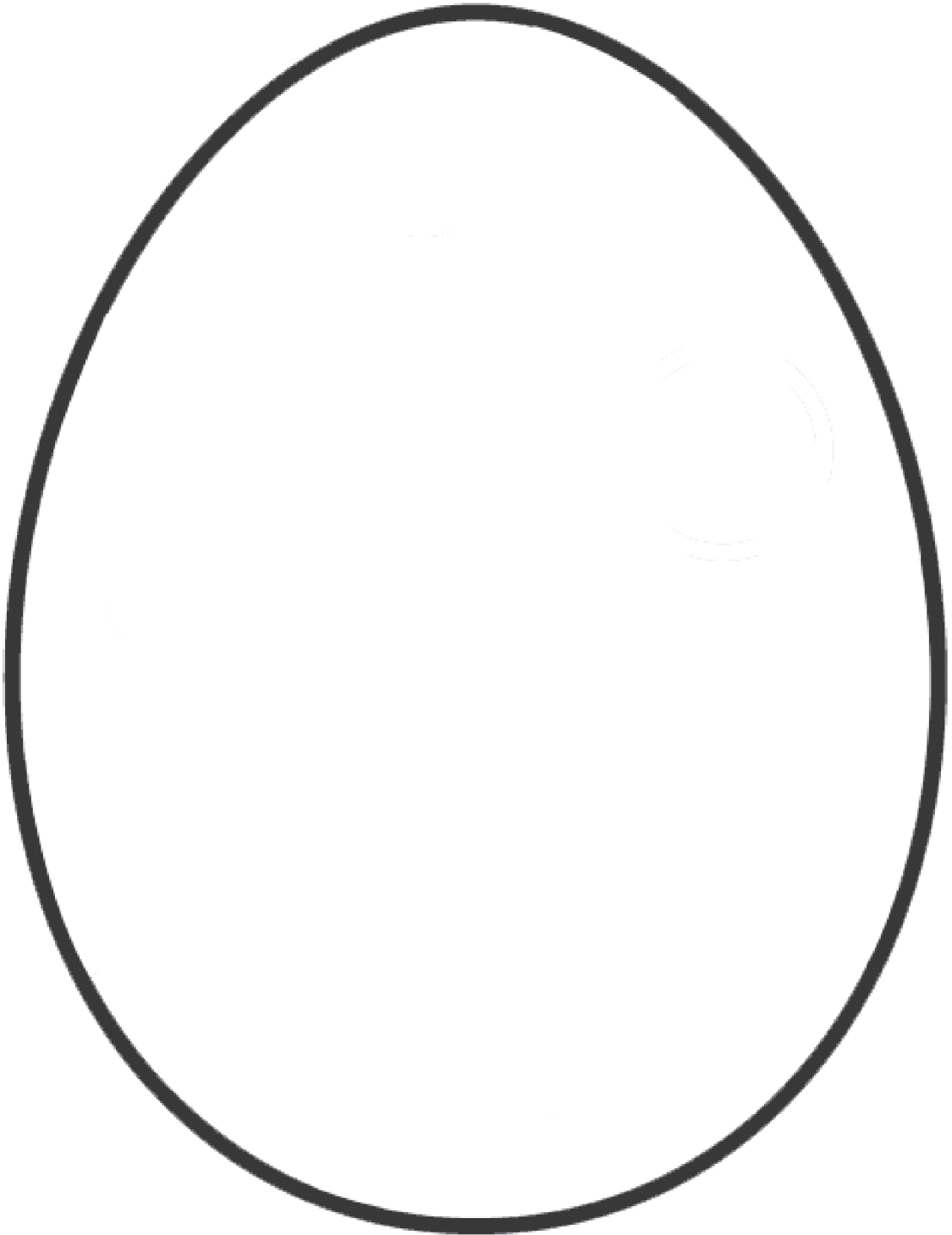
Larry Lamb



# Easter worksheet 2



**What's on your Easter egg? Draw and write.**



This is my Easter egg. ....



## Level 1

# Teaching notes

### Easter

- 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.
- Easter is a Christian festival celebrated worldwide. It commemorates Jesus's rising from death, as written in the Christian Bible. Easter always takes place in the spring, which is why some people associate this festival more widely with new life. Some traditional icons representing earth's "rebirth" are flowers, baby rabbits (bunnies), eggs, and lambs. The date for Easter varies slightly every year, as it depends on the lunar calendar. In the weeks before Easter, people buy chocolate Easter eggs and bunnies for their children, and they write Easter cards for their family and friends. Lots of children like to boil real eggs and then paint colorful patterns and pictures on them. Easter egg hunts and egg rolling competitions are also very popular among children. They love looking for the colorful Easter eggs hidden in the yard. Baskets are also traditional for Easter. People put their Easter eggs or flowers in them, and decorate their houses.
- In the United Kingdom, people like to eat hot cross buns, a kind of sweet cake-like bread with a cross painted on the top. The cross symbolizes the Christian cross. People traditionally eat these buns during Lent (the 40 days before Easter). In the Middle Ages, the bakers sold hot cross buns in the streets.
- Easter is an important church festival. Good Friday and Easter Monday are public holidays in the United Kingdom, but they are not official holidays in the United States.

### Easter worksheet 1

- **Pre-activity:** Present the Easter vocabulary. Point to the eggs in the basket and say *Look, these are Easter eggs. They're in a basket. How many eggs are there? (Eight)*. Students may be familiar with some of the patterns, but ensure comprehension of the four words they need to know to figure out the answers to Activity 1: *stars, hearts, flowers and face*. You can say *Find one egg with (hearts) on it*, and get students to point to it. Ensure students are familiar with the four animals. Say, e.g. *Look, This is Billy Bunny. He's a rabbit. Who's Charlie Chick?* (students point to the chick), *Who's Larry Lamb?* (students point to the lamb), *Who's Helen Hen?* (students point to the hen). Explain that a lamb is a young sheep and a chick is a young chicken.
- Point to the animals and explain to students that they have to help each one find their Easter egg in the basket. Read and do the example with students. Students read the other three descriptions and draw a line from each animal to their corresponding egg.

**Key:** Billy Bunny – egg with stars on it, Helen Hen – egg with hearts on it, Charlie Chick – egg with flowers on it, Larry Lamb – egg with a happy face on it

- **Optional follow-up activities:** In pairs, students take turns to read one description and guess which animal their partner is, e.g., Student A says *There are flowers on my Easter egg*. Student B responds *You're Charlie Chick*.
- As an extension, you can encourage students to describe the remaining four eggs in the basket. You may need to pre-teach the words: *spirals, circles / dots, stripes / lines*.

### Easter worksheet 2

- **Pre-activity:** Draw your own "Easter egg" on the board and say *Look at my Easter egg*. Then decorate it with a pattern or a picture, or draw a (happy / funny / ugly, etc.) face on it. Say, e.g., *My Easter egg is a face. It's funny! Now, it's your turn!*

- Students decorate their Easter egg as they wish. Encourage them to use their imagination – they could draw a face (it could be a character), a picture of an object or animal they like, a pattern, etc. As students work, circulate, helping them with new vocabulary as necessary and asking them questions, e.g. *What's on your Easter egg? What color ... ? Are there any ... ?*
- Students write a sentence about their egg below their picture. They can use the sentences in Activity 1 as models, e.g. *There are ... on my Easter egg / It has ... on it / It's (a face). It's (happy).*

**Key:** Students' own answers

- **Optional follow-up activity:** In pairs, students show each other their Easter egg and describe them. Encourage students to have a short question – answer exchange: Student A asks, e.g. *What's on your Easter egg?* Student B replies. Then students exchange roles.