

## Level 1

# Halloween worksheet 1

Read, find and **circle**.

This is Wendy the Witch. The ghosts have taken her things!  
Help Wendy find her ...

cat    broom    hat    spider    bat    pumpkin

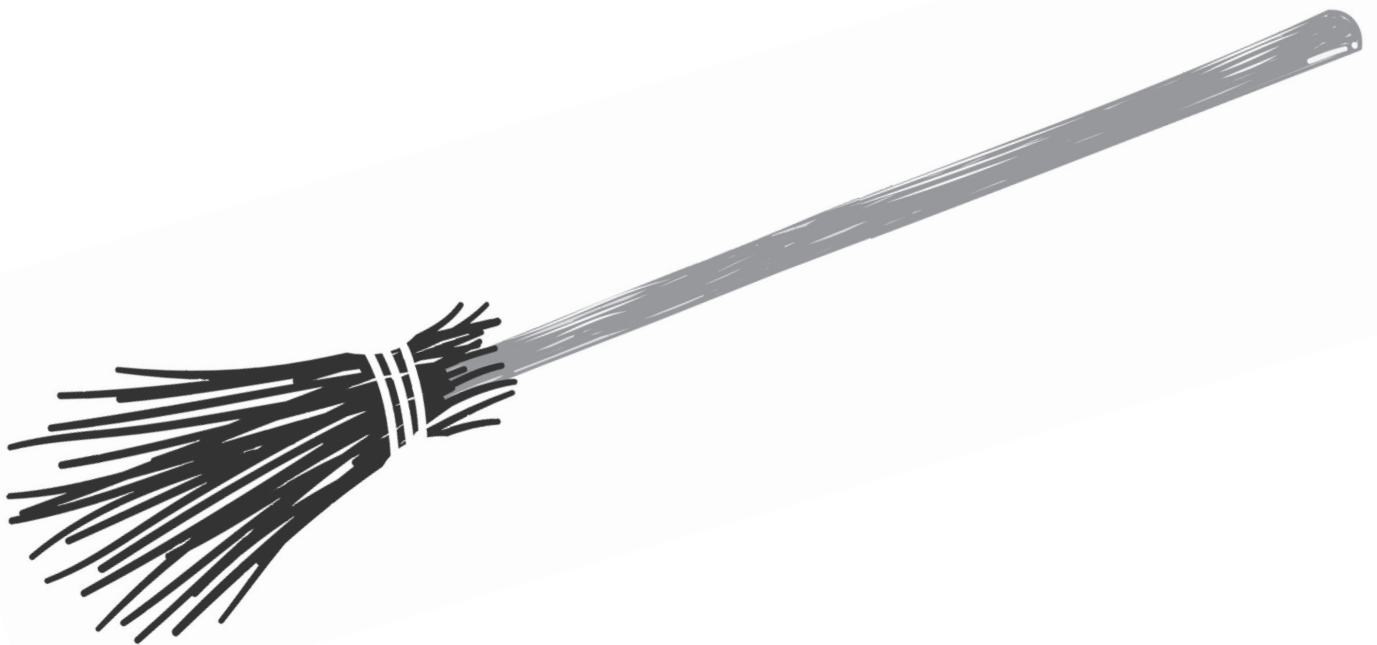




# Halloween worksheet 2



**Who's on your broom? Draw and write.**



This is me and ..... on my broom.



## Level 1

# Teaching notes

### Halloween

- 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.
- Halloween is celebrated on October 31st in the United States, Canada, the United Kingdom, Australia, New Zealand, and a lot of other countries worldwide. Although it is not a public holiday, it is a very popular festival for children. The word *Halloween* originated from the phrase *All Hallows' Eve*, which means the evening before the Day of the Holy Ones or All Saints' Day, on November 1st. According to tradition, ghosts, witches, and spirits walk around the earth on this night. People started to make lanterns out of pumpkins and put them in their windows to make these scary creatures go away. The pumpkins are often called "jack o'lanterns."
- These days, on the night of Halloween, children enjoy having a costume party – they get dressed up in all kinds of costumes, such as ghosts, witches, princesses, astronauts, or clowns. Images that people typically associate with Halloween are spiders, pumpkin lanterns, bats and black cats. A traditional game called "apple bobbing" is very popular at Halloween parties. In this game, you have to bite an apple that is hanging on a string or floating in water. Children usually like eating pizza, cupcakes, and other party food decorated with scary faces, bats, or black cats.
- Children love to play *Trick or Treat* on Halloween. They knock on their neighbors' doors and ask *Trick or Treat?* If the neighbor chooses a treat, they offer the children some chocolate, candy, or a little money or small toy. If they don't, the children play a mischievous trick, such as using a squirt gun or throwing toilet paper around the trees and bushes. That is why it's always wise to have treats ready for visitors on Halloween!

### Halloween worksheet 1

- **Pre-activity:** Present the Halloween vocabulary by getting students to look at the words and pictures, and repeat the words after you: *cat, broom, hat, spider, bat, pumpkin, witch, ghosts*.
- Point to Wendy the Witch and explain that the ghosts in the picture have taken her things. Students have to help Wendy find them. Do the example with students. Say *Where's the cat?* Encourage students to say *It's here* and point to it. Students look at the scene and find and circle the rest of the items. They can finally color some of the items in the scene.

Key:



- **Optional follow-up activities:** Students count different items in the scene and say the number. Ask, e.g., *How many (ghosts)?, How many (animals)?* Students answer. Students can also practice counting parts of the body in the same way (if they have already been introduced to this vocabulary). Ask, e.g. *How many (legs / mouths / tails)?* Students count and say the answers.
- Students work in pairs, A and B, with their worksheets in front of them. Student A points to an item in the scene and asks *What's this?* Student B answers. Students A and B exchange roles.
- Students work in pairs again. Student A asks, e.g., *Where's the (cat)?* Student B points to (the cat) and answers *It's here*. Then students exchange roles.

### Halloween worksheet 2

- **Pre-activity:** Draw your own "witch's broom" on the board and say *Look, this is my broom*. Then draw yourself with someone or something else on your broom – it could be your favorite animal, a friend, or a family member, for example. Say *This me and my (cat) on my broom*. Now, it's your turn!

- Students draw themselves with someone or something else on their brooms. Encourage students to draw a friend, their favorite animal, cartoon character, etc. As students work, circulate, helping them with new vocabulary as necessary and asking them questions, e.g., *Who's this?*, *What's his/her name?*, *What's this?*, *What color is your ... ?*
- Students complete the sentence below their picture.
- Do a quick class survey. Ask students how many of them have drawn, e.g., a friend, an animal, a thing, a family member. Ask *Who's on your broom? A friend? Put up your hand.* Count and write the number on the board. Do the same for the rest of the categories. The aim is to find out what the class's most popular category has been.

**Key:** Students' own answers

- **Optional follow-up activities:** In pairs or small groups, students show one another their pictures and say who / what is on their brooms.