

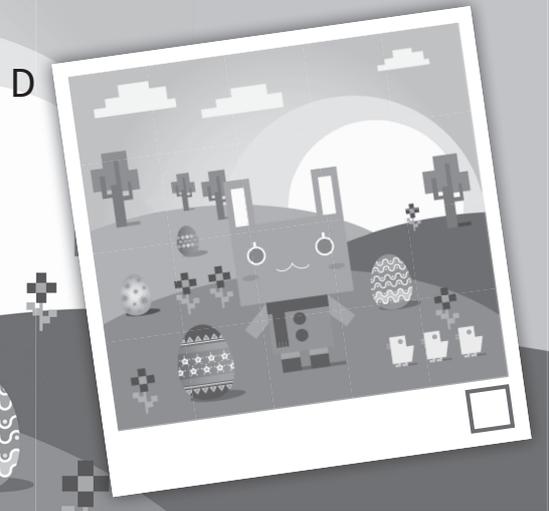
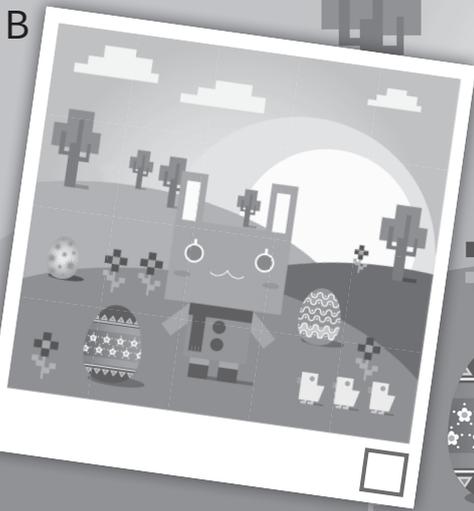
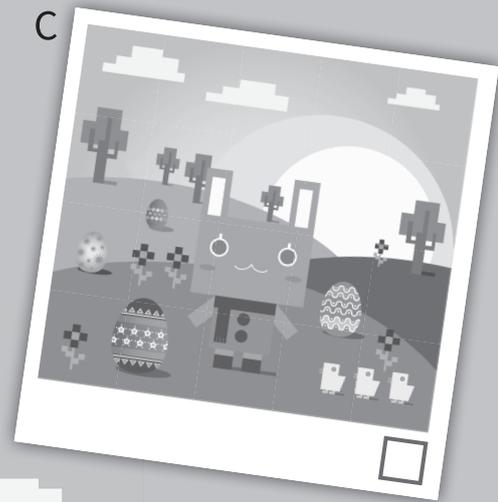
Level 2

Easter worksheet 1

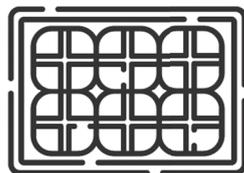
Read, check ✓ and color.

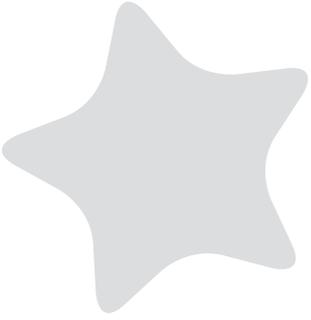
Which one is Ben Bunny's photo of his Easter egg hunt?
Read and find it. Then get your hot cross buns!

In my picture, there were four Easter eggs and five trees. There were five flowers and three chicks.



Finished? Now color your hot cross buns!



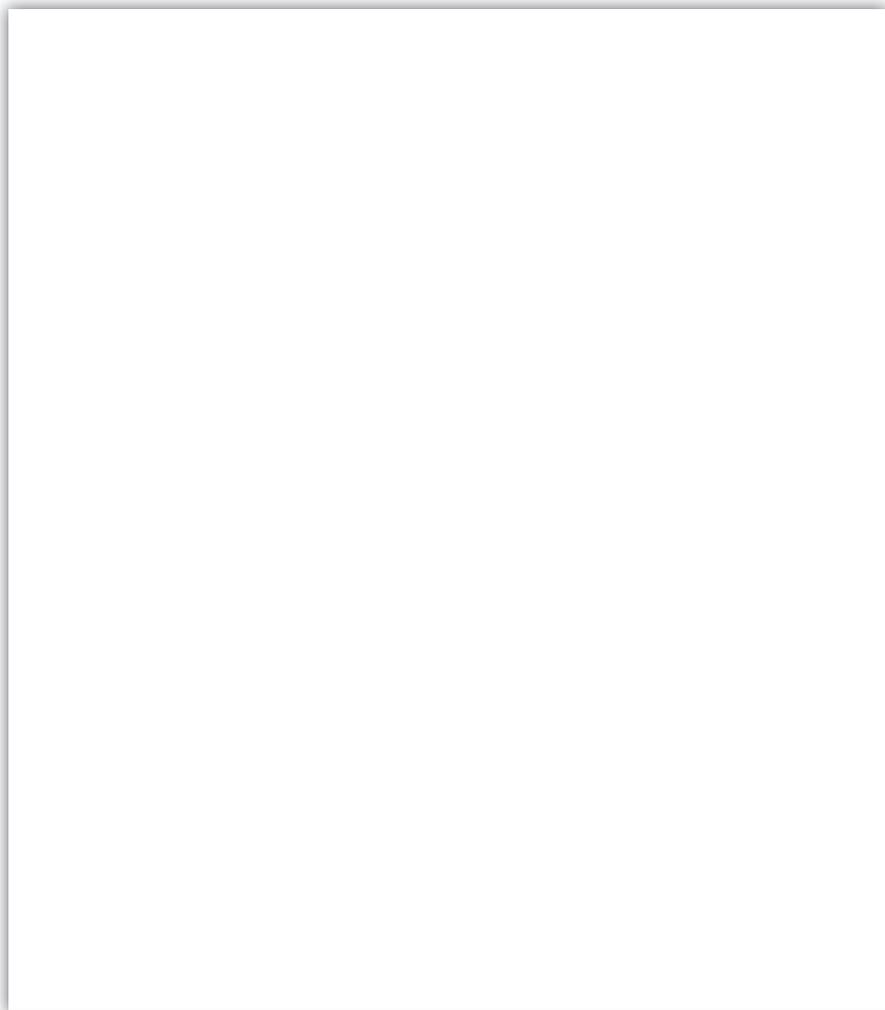
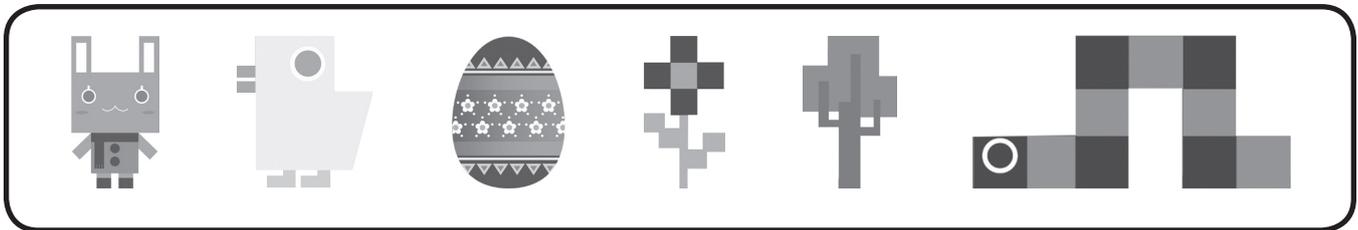


Easter worksheet 2



What was there in the picture of your Easter egg hunt? Draw and say.

In my picture, there ...





Level 2

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

1 Read, check ✓ and color.

- **Pre-activity:** Present (or review) the Easter vocabulary. Point to the bunny in the middle and ask *What's his name? (Ben Bunny)*. Then point to images A–D and encourage students to say what they can see. Some expected answers are *flowers, trees, Easter eggs, Ben Bunny, clouds, chicks*. Ensure students know those words, so they're able to carry out the activity.
- Point to Ben Bunny in the middle and explain to students that they have to find the picture of his Easter egg hunt. When they find it, they can have some hot cross buns as a reward! Students read the Bunny's description, look at the four pictures, and check the correct one. Once they've finished, they color in the picture of the hot cross buns.

Key: C

- **Optional follow-up activities:** Ask students additional questions about the pictures, e.g., *For which animals is the number always the same in the pictures? (for the chicks (three)), Which Easter egg do you like? Why?*
- In pairs, students take turns to describe and guess the remaining pictures A, B and D. If necessary, do an example first with the whole class. Say *In this picture, there are five trees, four flowers, three chicks and four Easter eggs. Which one is it? (A)*.

Easter worksheet 2

- **Pre-activity:** On the board, draw your picture. Say *This is the picture of my Easter egg hunt. There are six Easter eggs, three bunnies, two chicks and eight flowers*. Alternatively, encourage individual students to describe it. Then say *Now, it's your turn! What can you draw?* Brainstorm some more ideas on the board. Other Easter items students can draw are lambs, hens, and baskets.

- Students draw the picture of their Easter egg hunt. As prompts, they can use the images in the frame and the ideas on the board. As students work, circulate, helping them with new vocabulary as necessary and asking them questions, e.g. *How many ... were there? Where were the ... ? What color ... ?*
- In pairs, students show each other their pictures and take turns to describe them.

Key: Students' own answers

- **Optional follow-up activity:** Each pair finds the items that their pictures have in common, count them, and add them up. Then they choose one of the items, and report to the class how many of that item their pictures show. They say, e.g., *I have six flowers and (Daniel) has eight flowers. In total, we have fourteen flowers.*