



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 got hearts.



Helen Hen



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



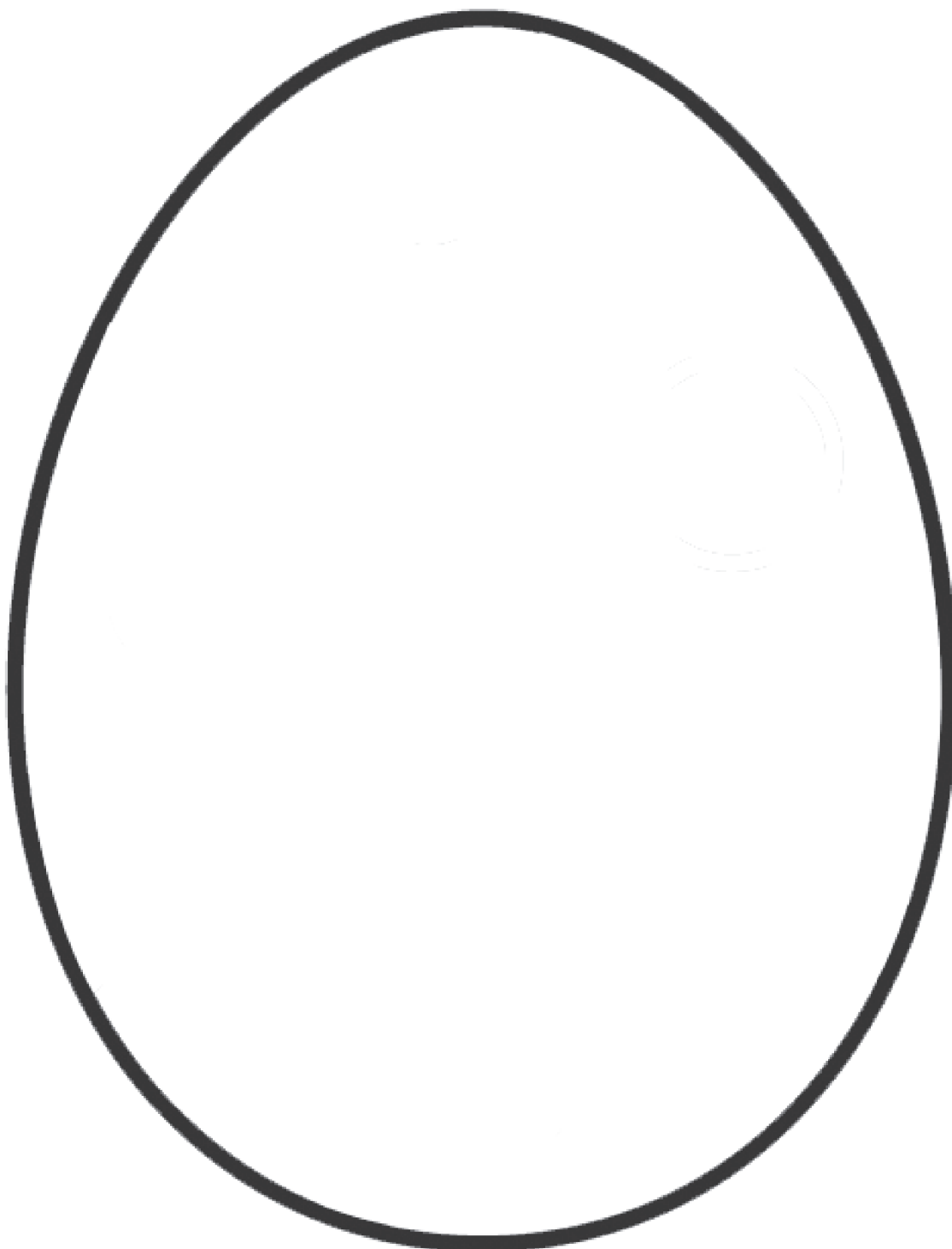
Larry Lamb



Easter worksheet 2



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



This is my Easter egg.



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 learners to recognise 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 falls in 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 colourful patterns and pictures on them. Easter egg hunts and egg rolling competitions are also very popular among children. They love looking for the colourful Easter eggs hidden in the garden. 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 symbolises 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).* Learners may be familiar with some of the patterns, but ensure comprehension of the four words they need to know to work out the answers to Activity 1: *stars, hearts, flowers* and *face*. You can say *Find one egg with (hearts) on it*, and get learners to point to it. Ensure learners are familiar with the four animals. Say, e.g. *Look, This is Billy Bunny. He's a rabbit. Who's Charlie Chick?* (learners point to the chick), *Who's Larry Lamb?* (learners point to the lamb), *Who's Helen Hen?* (learners 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 learners that they have to help each one find their Easter egg in the basket. Read and do the example with learners. Learners 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, learners take turns to read one description and guess which animal their partner is, e.g. Learner A says *There are flowers on my Easter egg.* Learner B responds *You're Charlie Chick.*
- As an extension, you can encourage learners to describe the remaining four eggs in the basket. You may need to pre-teach the words: *spirals, circles / spots, 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!*

- Learners 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 learners work, circulate helping them with new vocabulary as necessary and asking them questions, e.g. *What's on your Easter egg? What colour ...? Are there any ...?*
- Learners 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's got ... on it / It's (a face). It's (happy).*

Key: Learners' own answers

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