

Easter worksheet 1



Read, tick ✓ and colour.

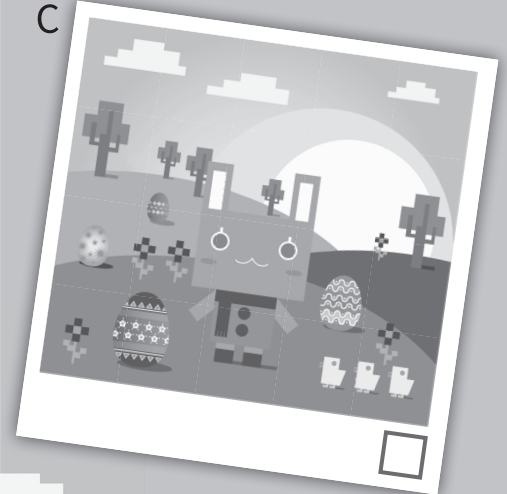
Which one is Ben Bunny's photo of his Easter egg hunt?
Read and find it. Then get your hot cross buns!

A

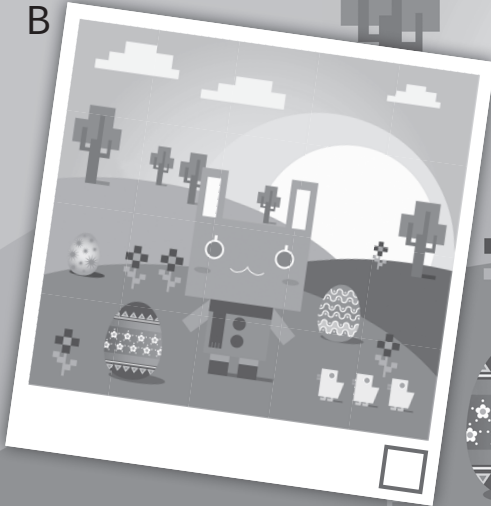


In my photo, there
were four Easter eggs
and five trees. There
were five flowers and
three chicks.

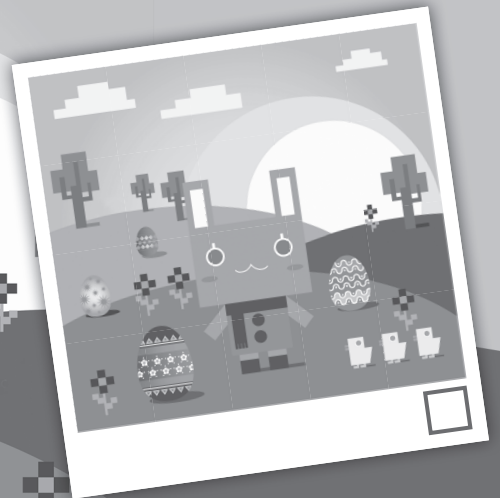
C



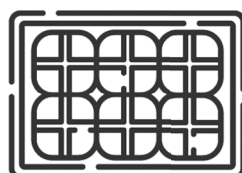
B



D



Finished? Now colour your hot
cross buns!



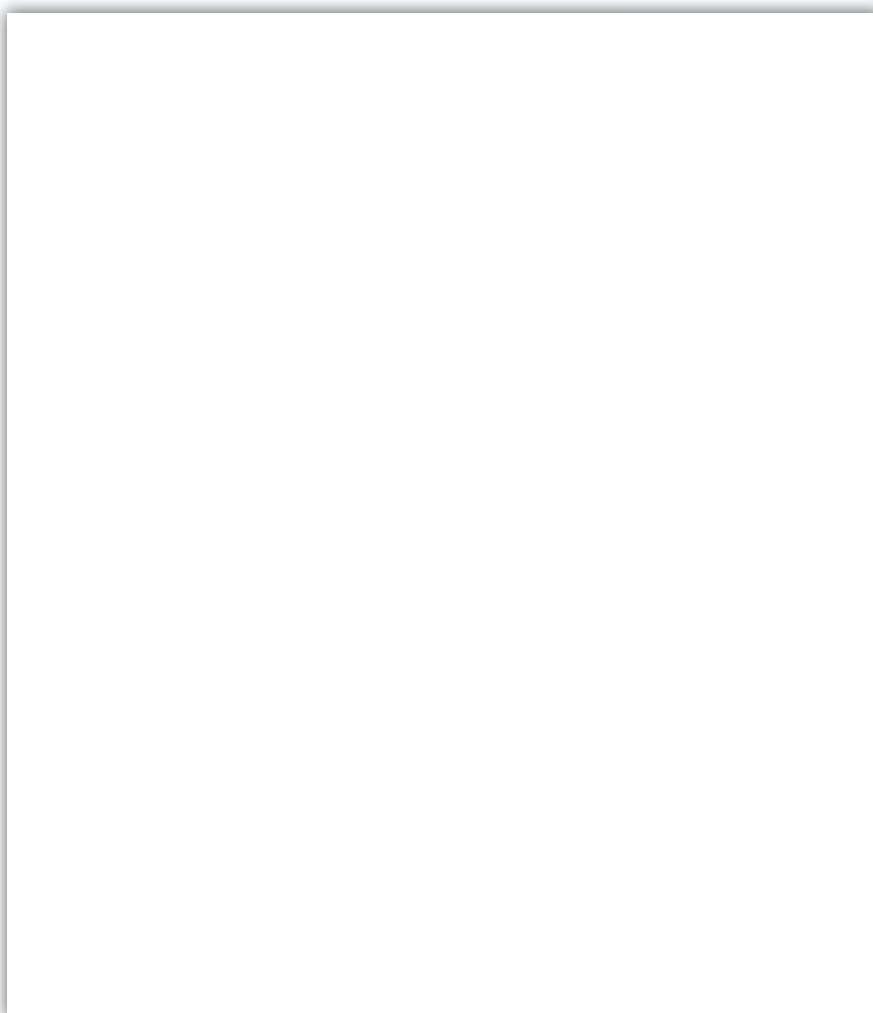
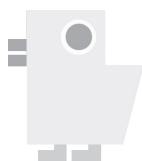


Easter worksheet 2



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

In my photo, there ...





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

1 Read, tick ✓ and colour.

- **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 learners to say what they can see. Some expected answers are *flowers, trees, Easter eggs, Ben Bunny, clouds, chicks*. Ensure learners know those words, so they're able to carry out the activity.
- Point to Ben Bunny in the middle and explain to learners that they have to find the photo of his Easter egg hunt. When they find it, they can get some hot cross buns as a reward! Learners read the Bunny's description, look at the four photos, and tick the correct one. Once they've finished, they colour in the picture of the hot cross buns.

Key: C

- **Optional follow-up activities:** Ask learners additional questions about the photos, e.g. *For which animals is the number always the same in the photos? (for the chicks (three)), Which Easter egg do you like? Why?*
- In pairs, learners take turns to describe and guess the remaining photos A, B and D. If necessary, do an example first with the whole class. Say *In this photo, there were 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 photo. Say *This is the photo of my Easter egg hunt. There were six Easter eggs, three bunnies, two chicks and eight flowers*. Alternatively, encourage individual learners to describe it. Then say *Now, it's your turn! What can you draw?* Brainstorm some more ideas on the board. Other Easter items learners can draw are lambs, hens and baskets.

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

Key: Learners' own answers

- **Optional follow-up activity:** Each pair spots the items that their photos 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 photos show. They say, e.g. *I've got six flowers and (Daniel) has got eight flowers. In total, we've got fourteen flowers.*