

# Young 5 Achievers

## Festivals worksheets

Christmas ..... 98


Valentine's day ..... 102

Easter ..... 105



**Richmond**

### Notes

- 1  Children listen and complete the song.

Children look at the illustrations and describe what Santa is doing. Ask: *What is Santa's problem?* Read the lines out loud and tell them to follow along in their worksheets. Play Track 17, and tell children to listen and complete the song with the words in the box. Explain unfamiliar vocabulary as needed.

**Answers** 1 chimney 2 nose 3 sneeze 4 boot  
5 floor 6 door

-  Children listen again and sing.

Play the track again and encourage children to sing along. Form four groups. Assign each group two lines from the song. Have the whole class sing the last line together. Play the track again and tell the groups to all sing their parts.

- 2 Children do the quiz in teams.

Divide the class into teams of five or six and give each team a sheet of paper. Ask: *How much do you know about Christmas in English-speaking countries?* Tell children to read the questions silently without answering them. Help with vocabulary if necessary. Next, give them a time limit to answer the questions. At the end of the time limit, elicit the answers from each team. Teams win one point for each correct answer. The team with the most points is the winner.

- 3 Children play *My Christmas*.

### Materials

- Coins
- Counters

Divide children into groups of four. Distribute coins, to be used as dice, and counters. Tell children to take turns flipping the coin and moving their counters across the board. If the coin comes up heads, they move forward one space. If it is tails, they move forward two spaces. Children must answer the question correctly to stay on the square. If a child lands on *Free Question* or *Challenge*, the other players ask a Christmas question or challenge them to do a Christmas activity. The first child to reach *Merry Christmas!* is the winner.

- 4 Children make a Christmas banner.

### Materials

- A4 sheets of card
- Glitter
- Painting material
- String
- Glue
- Clothes pegs

Show children the example banner. Brainstorm other possible Christmas messages and write them on the board: *Happy Christmas, Merry Christmas, Jingle Bells, Season's Greetings*, etc. The class votes on the message they want to create. Divide the class into groups of three or four and assign each group a series of letters. Distribute the cards, painting materials and glitter for the children to make the letters. When they have finished, tie the string across the classroom and tell the children to pin their letters on with the clothes pegs to create the Christmas banner.

- 5 Children make a Christmas Advent Calendar.

### Materials

- Paper (1 sheet per group)
- Green card (1 sheet per student)
- Glitter
- Red card

Ask children if they have ever seen an Advent Calendar. Explain that these calendars count down the days to Christmas. Elicit the names of the objects in the pictures. Distribute scissors, glue and markers. Children colour and cut out the picture squares. Distribute the green cards. Help children to arrange and glue the pictures in the order they consider most appropriate. Make sure they leave space around the squares, and that they leave a space for the 25<sup>th</sup> December. Tell them to draw a picture for Christmas Day and stick it on. Cut the red card into rectangles big enough to cover the pictures. Make 25 per child. Distribute the red rectangles for children to number 1–25. Help them to attach the rectangles to their calendars to cover the pictures. They should glue only the top edge of the rectangles to make flaps. Children can decorate their calendars with glitter. Tell them that each day before Christmas, they can open a flap. On Christmas Day, all the pictures will be visible.

Name: \_\_\_\_\_

1  Listen and complete the song.

nose door sneeze chimney boot floor

Santa came down the (1) \_\_\_\_\_.

It was such a squeeze!

The dust got in his (2) \_\_\_\_\_,

And he began to (3) \_\_\_\_\_!

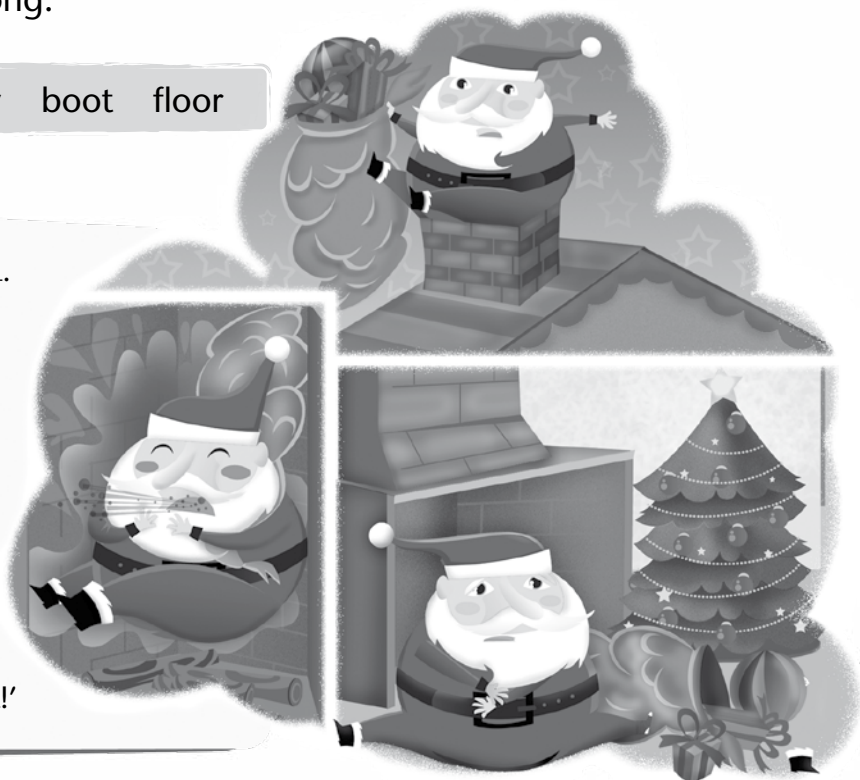
He dropped his sack,


He lost his (4) \_\_\_\_\_,

He fell onto the (5) \_\_\_\_\_.

'That's it!' said Santa.

'Next year, I'll use the (6) \_\_\_\_\_!'



•  Listen again and sing.

2 Do the quiz in teams.

### The quick Christmas Quiz!

Do you know...

1. Another name for Santa?
2. A four-letter word for Christmas?
3. The date of Christmas Eve?
4. What kind of songs are sung at Christmas?

Can you name...

5. Three Christmas animals?
6. Three things you eat on Christmas Day?
7. Three things you do on Christmas Day?
8. Three of Santa's reindeer?

What do we call...

9. The day before Christmas?
10. The tree with red berries?
11. The plant you can kiss under?
12. The three men who gave gifts to baby Jesus?





Name: \_\_\_\_\_

## 3 Play My Christmas.

1 Who do you see on Christmas Day?

2 What do you eat for Christmas dinner?

3 What's the best Christmas present you've ever received?

4 What do you do on Christmas Eve?

5 *Free Question or Challenge*

6 Have you ever made a Christmas present?

7 Sing a Christmas song.

8 What's the worst thing about Christmas?

9 What do you do on Christmas morning?

10 What does Christmas mean to you?

11 Tell a Christmas joke.

12 *Free Question or Challenge*

13 What's the best thing about Christmas?

14 What's your favourite Christmas tradition?

15 Merry Christmas!

## 4 Make a Christmas banner.



Name: \_\_\_\_\_

## 5 Make a Christmas Advent Calendar.



#### 1 Children read and match the rhymes.

Explain that love poems are often sent on Valentine's Day and that many of these poems rhyme. Ask a volunteer to read the example aloud: *Violets are blue; And so are you.* Children work in pairs to match the remaining lines. To check, get volunteers to read the pairs of rhyming lines aloud.

**Answers** Your Valentine - Like birds need the sky,  
Flowers love the sun - You're the only one, The sun  
is high - And you'll be mine

#### 2 18 Children complete the poem with the rhymes. Then, they listen and check.

Read aloud the first line of the poem and invite volunteers to guess which line from Activity 1 comes next (*Violets are blue*). Ask where the second part of the rhyme goes (after *Sugar is sweet*). Read the first four lines of the poem aloud. Then tell the children to complete the rest of the poem individually and compare answers with a classmate. Next, play Track 18 for children to listen and check their answers. Play the track again, pausing after each line for children to listen and repeat. In pairs, children practise reciting the poem. Invite them to learn and recite as much of the poem as they can.

**Answers** 1 Violets are blue 2 And so are you  
3 Flowers love sun 4 You're the only one 5 The sun  
is high 6 Like birds need the sky 7 Your Valentine  
8 And you'll be mine.

#### 3 Children crack the code and write the secret message.

Tell children to read the first two words of the message. Write /= on the board and elicit the answer: / . Tell children to write the alphabet in their notebooks and write the corresponding letters in the same way. Ask them if they notice a pattern (Each letter in the code represents the previous letter of the alphabet). Then, have them use their key to unscramble the code. Elicit the secret message.

**Answers** I will always be your secret Valentine!

#### • Children use the code to write a secret message for a classmate.

Ask children to write a friendship message in their notebooks using the alphabet code. Monitor and help as needed. Make sure that messages are appropriate. Next, have them exchange notebooks with a classmate to decode the message.

#### 4 Children write a silly love letter!

Divide the class into pairs and tell them to choose a love letter each. Point out the relationship between the numbers and the parts of speech in the box. Children think of a word to complete each space. They will need to change the form of the verb to fit the context. Encourage them to make their love letters as silly as possible. When they have finished, they exchange letters. Invite volunteers to read their silly love letters to the class.

Name: \_\_\_\_\_

1 Read and match the rhymes.

♥ Your Valentine

♥ Violets are blue

♥ Flowers love sun


♥ Like birds need the sky

♥ The sun is high

♥ And you'll be mine

♥ And so are you

♥ You're the only one

2  18 Complete the poem with the rhymes. Then, listen and check.

Roses are red.

(1) \_\_\_\_\_.

Sugar is sweet,

(2) \_\_\_\_\_!

Bees love honey.

(3) \_\_\_\_\_.

I love you.

(4) \_\_\_\_\_!

The day is bright.

(5) \_\_\_\_\_.

I need you

(6) \_\_\_\_\_!

So if I can be

(7) \_\_\_\_\_,

Then I'll be yours,

(8) \_\_\_\_\_!



3 Crack the code and write the secret message.

J XJMM BMXBZT CF ZPVS TFD SFU WBMFOUJOF!

I WILL \_\_\_\_\_!

• Use the code to write a secret message for a classmate.



Name: \_\_\_\_\_

### 4 Write a silly love letter!

Key: 1 = adjective 2 = action verb 3 = noun 4 = adverb

#### *My Valentine's Message for You*

You sit near me in class, but you're a mystery to me!

How <sup>1</sup> \_\_\_\_\_ are you? How <sup>4</sup> \_\_\_\_\_ do you <sup>2</sup> \_\_\_\_\_ in the morning?

What is your favourite <sup>3</sup> \_\_\_\_\_? Is it <sup>1</sup> \_\_\_\_\_ or <sup>1</sup> \_\_\_\_\_?

Do you laugh when your friends tell you to <sup>2</sup> \_\_\_\_\_?

Your smile is so <sup>1</sup> \_\_\_\_\_! I love the way you <sup>2</sup> \_\_\_\_\_ your <sup>3</sup> \_\_\_\_\_.

You make me feel so <sup>1</sup> \_\_\_\_\_! Will you give me a big <sup>3</sup> \_\_\_\_\_ for Valentine's Day? I hope you'll be my Valentine!




Key: 1 = adjective 2 = action verb 3 = noun 4 = adverb

#### *My Valentine's Message for You*

I think of you all the time. I like your <sup>3</sup> \_\_\_\_\_ and the way you <sup>2</sup> \_\_\_\_\_. Can I <sup>2</sup> \_\_\_\_\_ your <sup>3</sup> \_\_\_\_\_? Your hair is <sup>1</sup> \_\_\_\_\_ and your eyes are <sup>1</sup> \_\_\_\_\_. Your <sup>3</sup> \_\_\_\_\_ is so lovely! I admire you when you <sup>4</sup> \_\_\_\_\_ answer your mobile phone. Your voice is <sup>1</sup> \_\_\_\_\_. When I think of you, I can't <sup>2</sup> \_\_\_\_\_. Why don't you <sup>2</sup> \_\_\_\_\_ next to me? Will you say something <sup>1</sup> \_\_\_\_\_ to me today? Please be my Valentine!



## Notes

- 1  19 Children listen, look and number the pictures.

Invite children to look at the painting and to guess what is happening. Then, read the introductory text as a class. Ask: *Would you like to do the Easter Egg Dance with real eggs?* Next, invite volunteers to read the lines of the dance. Play Track 19. Children listen and number the pictures in the correct order. Play the track again, pausing after each line for children to listen and repeat.

**Answers** (left to right) 2, 4, 3, 1

- Do an egg dance to the music.

Clear a space in the classroom and divide the class into pairs. Invite half of the pairs to stand in line on the 'dance floor'. Play the track again and let children perform the dance. When children have practised, if you wish, you can place some egg shaped pieces of paper on the floor for children to dance around.

- 2 Match the questions to the answers.

Divide children into small groups and tell them to read the Easter jokes, matching the questions to their answers. Ask volunteers to explain the humour behind the jokes: *'hare-plane' sounds like 'aeroplane', 'yolks' sounds like 'jokes', 'eggs-ercise' sounds like 'exercise'; all the words use Easter words like egg or rabbit.* Ask the children to identify the two meanings of *chicken* in the joke: *scared and the animal.*

**Answers** 1 g 2 a 3 f 4 e 5 d 6 b 7 c


- 3 Children play *Easter Bingo*.

### Materials

- Counters
- Scissors
- Glue
- Paper

Distribute scissors and tell children to look at the Easter pictures. Elicit the names of the objects. Then, have children cut out the pictures. Distribute the counters, glue and paper. Tell them to choose twelve pictures and glue them onto the paper in a grid. Each grid should have three rows and four columns. Next, read the names of the objects in random order, noting the order of the words as you go. Children place a counter on the pictures for the words that they hear. The first child to cover three pictures in a row (horizontally, vertically or diagonally) shouts *Bingo!* Check that the answers are correct. Play several times.

Name: \_\_\_\_\_

1  Listen, look and number the pictures.

## The Egg Dance

The Egg Dance is a traditional Easter game from Europe. Eggs are placed on the ground or floor. Everybody has to dance around them without breaking them!

### The Easter Egg Dance

Spring is here. It's Easter time.  
Take your partner and stand in line.  
Step to the left. One, two, three.  
Turn around and slap your knee.  
Step to the left. Four, five, six.  
Hands on your hips, two high kicks!  
Take your partner by the hand.  
Spin around and dance to the band!



Pieter Aertsen, *The Egg Dance* (1557)



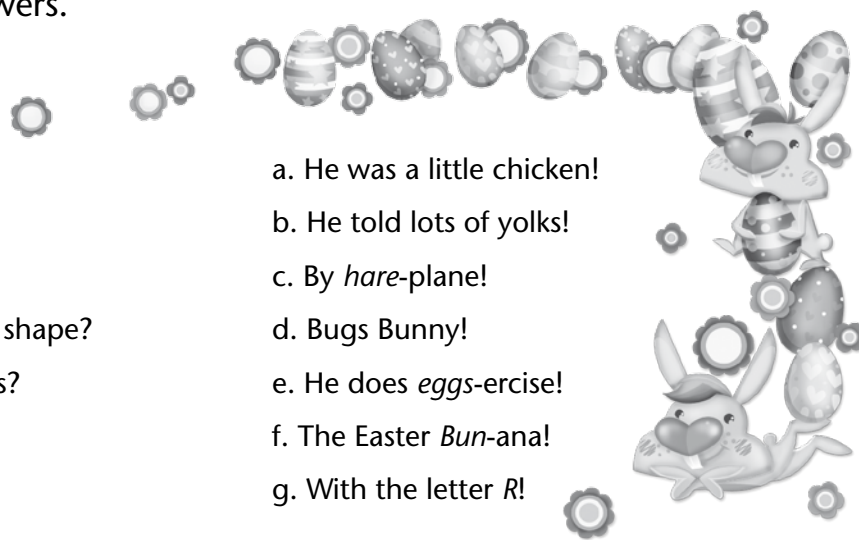
- Do an egg dance to the music.

2 Match the questions to the answers.

## Easter Jokes!

1. How does Easter end?
2. Why was the Easter egg scared?
3. What's yellow with long ears?
4. How does the Easter Bunny stay in shape?
5. What do you call a rabbit with fleas?
6. Why was the Easter egg so funny?
7. How does the Easter Bunny travel?

- a. He was a little chicken!
- b. He told lots of yolks!
- c. By hare-plane!
- d. Bugs Bunny!
- e. He does *eggs*-ercise!
- f. The Easter *Bun*-ana!
- g. With the letter R!



Name: \_\_\_\_\_

## 3 Play Easter Bingo.

