Welcome Spring!

Teacher Resources

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Spring is a season of new beginnings and fresh starts, making it the perfect time to mix some new content into your lesson plans! Use our spring lessons and printables to help elementary students learn new math, science and vocabulary skills. For Earth Day on April 22, we have plenty of resources that will allow your class to explore all of their questions about the environment, recycling, pollution and "going green." Our array of fun, hands-on science and art activities will keep students interested in learning about their world.

Additionally, the springtime holidays of Easter (April 16) and Passover (April 10-18) provide an opportunity to explore cultural traditions in your classroom. Whether you want to incorporate the study of each holiday's religious meaning into your history lesson or just want to have fun with bunny, egg, or Seder-themed activities, we have the resources you need!

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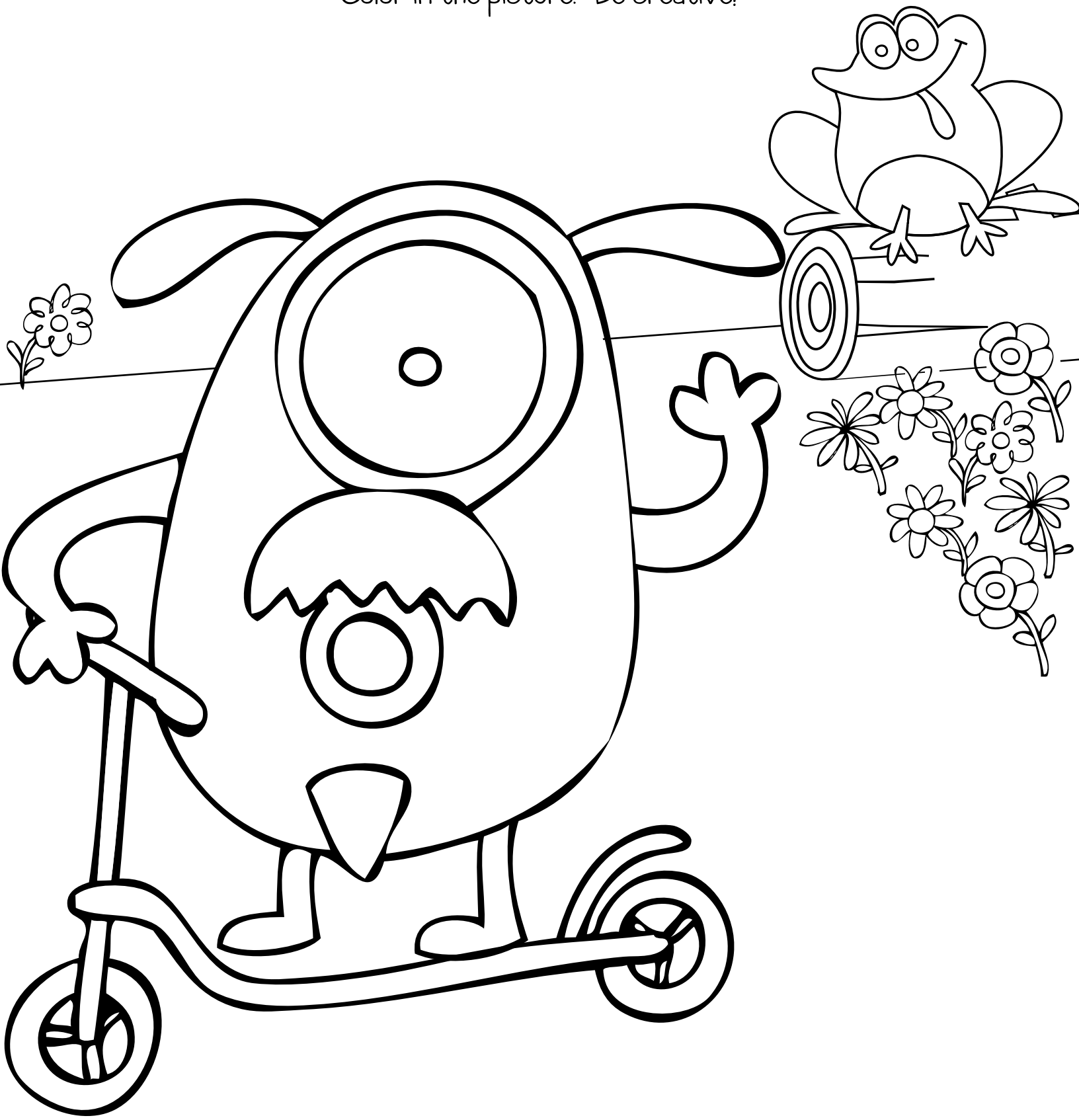
Coloring Page

Color in the picture. Be creative!



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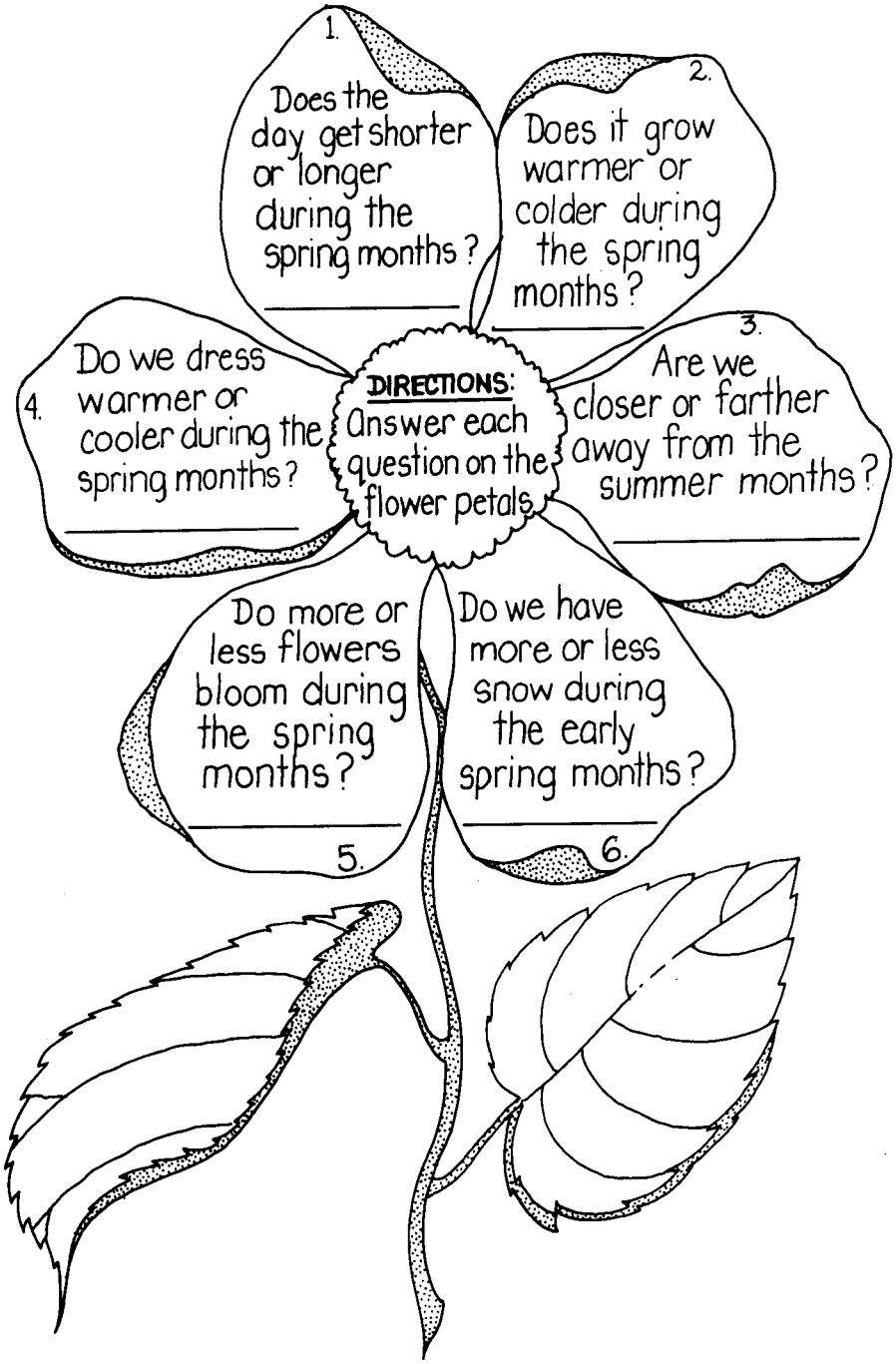
Flowers Everywhere



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Listen for Sounds of Spring

A membrane called the eardrum is located inside the ear. It vibrates when sound waves enter the ear. This sends signals to the brain, and we hear sound.

Go for a "Spring Listening Walk." What are the sounds that you hear over your head and under your feet? Do you hear some high sounds and some low sounds? Do you hear some pleasant sounds and some sounds of alarm? When you come back from your walk, have a class discussion and draw or list items in the spaces provided below. Keep listening every day!

HIGH SOUNDS	LOW SOUNDS
PLEASANT SOUNDS	MOVING SOUNDS

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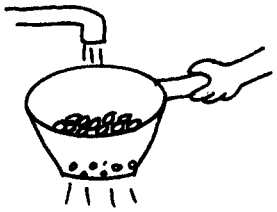
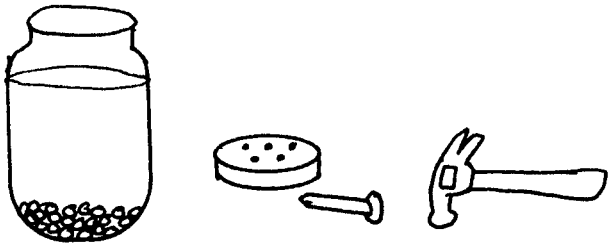
Spring Sprouts Salad

1. Rinse 1/4 cup seeds in cold water.

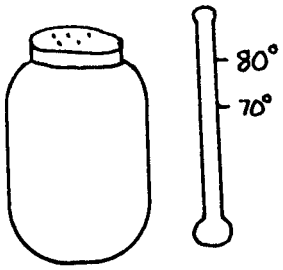


2. Put seeds in a jar.

3. Add four times the amount of water as seed. Cover with a lid with holes so the sprouts can breathe.

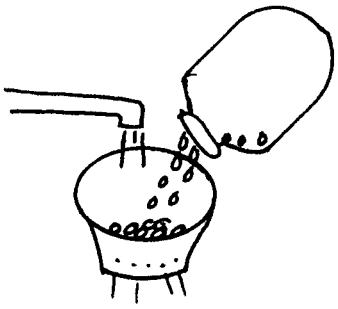


4. Let the seeds stand overnight at a temperature between 70°–80°F.



5. Pour off the water and rinse the seeds well.

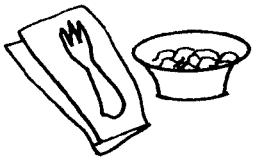
6. Repeat steps 3 and 4.



7. Repeat steps 5, 3, and 4.

8. Repeat steps 5, 3, and 4.

9. Rinse the sprouts. Drain them.



10. Put them in a bowl. Add dressing and eat. ENJOY!

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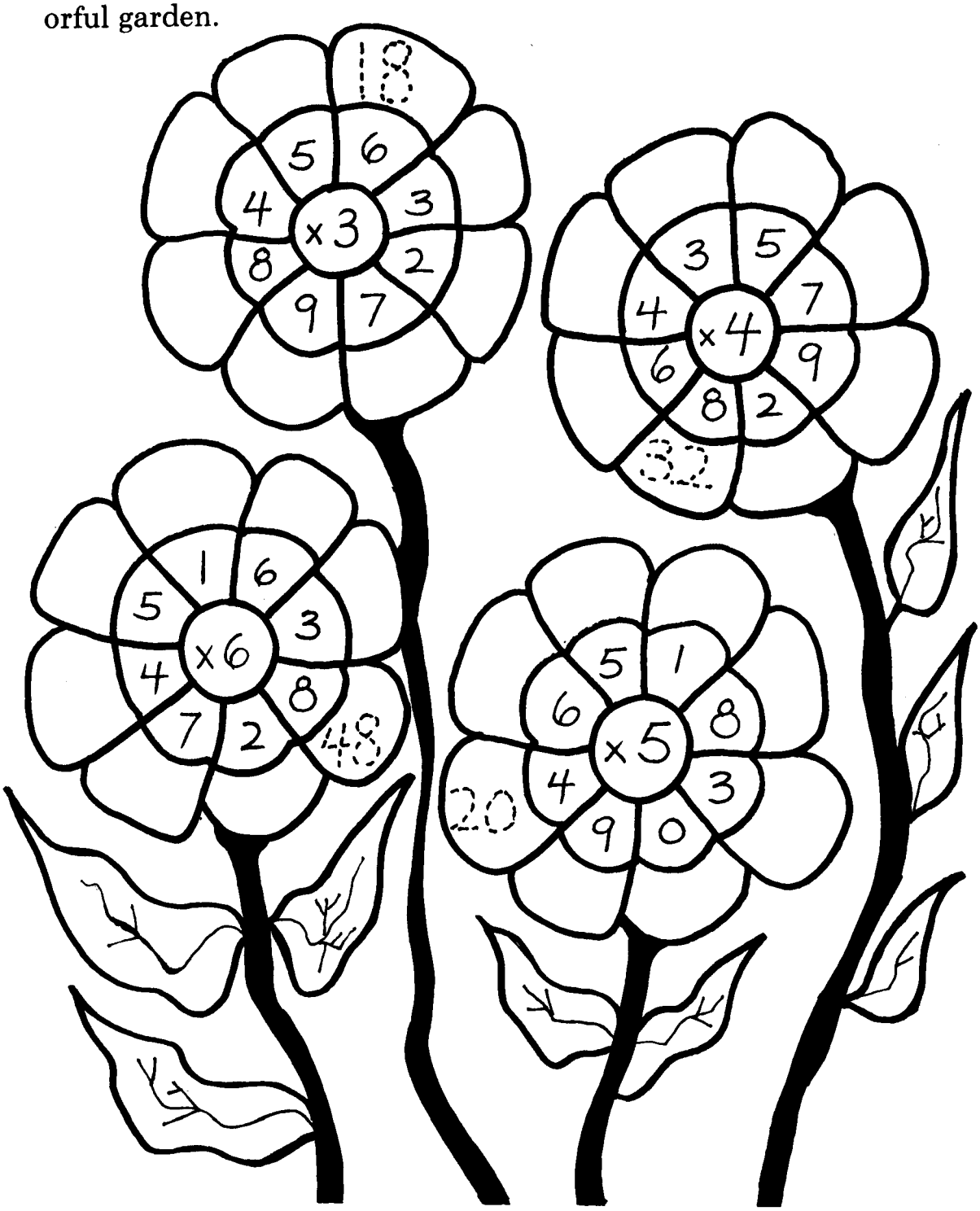
Spring Flowers Are Multiplying

You, too, can multiply! In each flower, multiply the numbers by the numeral in the center. Then with your crayons, you can make a colorful garden.



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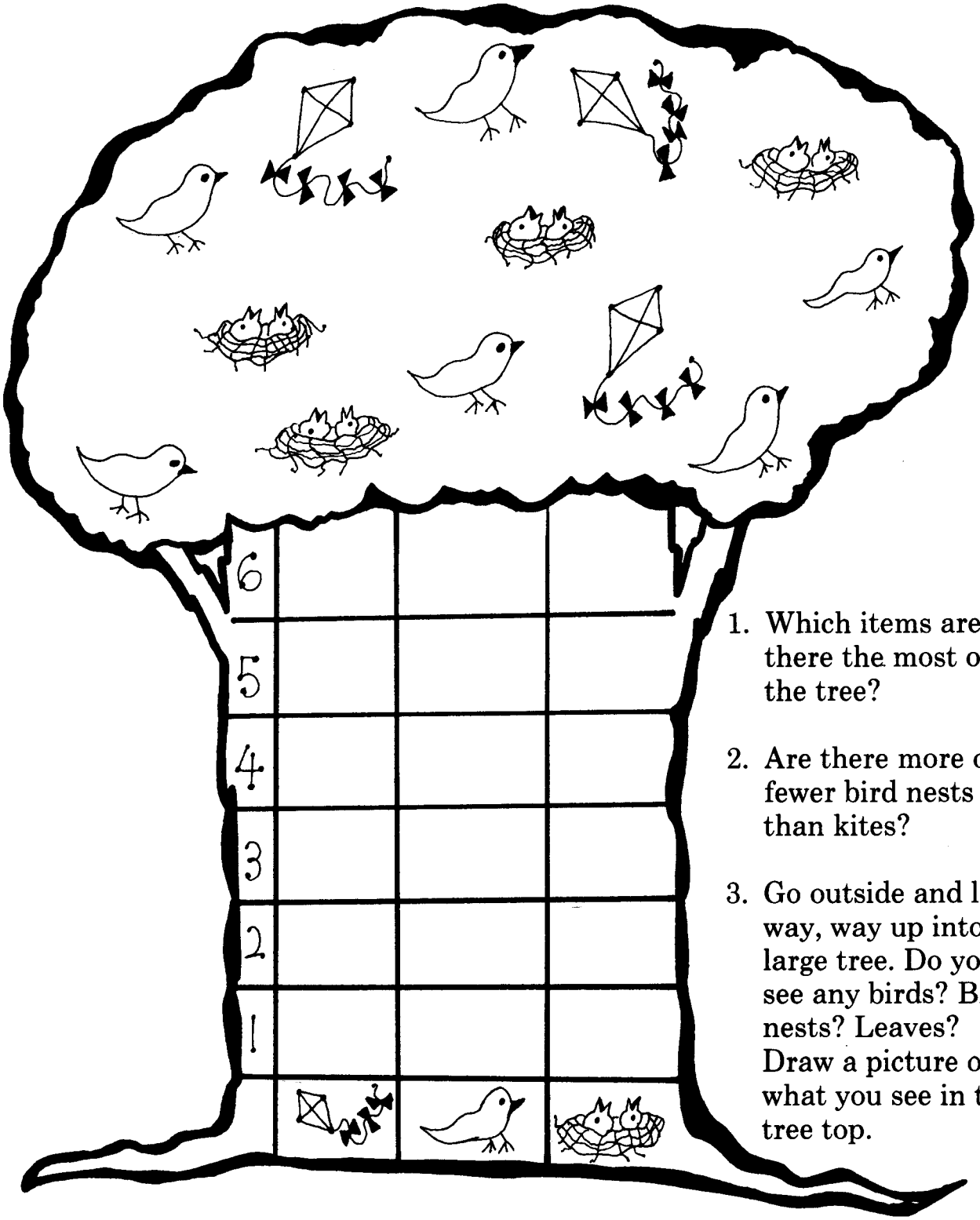
Spring Tree Graph

Count the number of kites in the tree. Find the kite column on the tree trunk. Color in the same number of squares above the kite. Do this for the birds and the bird nests, too!



1. Which items are there the most of in the tree?
2. Are there more or fewer bird nests than kites?
3. Go outside and look way, way up into a large tree. Do you see any birds? Bird nests? Leaves? Draw a picture of what you see in the tree top.

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Butterfly Garden

Grade Levels: **4 – 6**

Excerpted from *Hands-On Science!*

Objective

The emergence of a butterfly from its chrysalis is an exciting climax to a classroom activity that follows the developmental stages in the life of an insect. When placed in a container that allows for easy viewing by all students, butterfly larvae collected from leaves on native plants can be observed over a period of months, during which time they feed, grow, prepare their pupa cases, and withdraw from visible activity until the long-awaited E-Day. Students should be encouraged to "adopt" a larva and follow the sequence of events in which the organism undergoes a complete change in form and emerges as an adult butterfly.

Strategies involved

- Student involvement
- Science skills development

Materials

- A clear plastic sweater box or shoe box
- A shallow cup
- A square of nylon net
- Moist soil
- A large rubber band
- Two or three caterpillars of painted lady or other species
- Two or three leafy twigs from the plant on which the caterpillars were found
- Printable images of the stages of the life cycle of a butterfly

Directions

1. Print out the images of the life cycle of the butterfly, included below, on sturdy paper and use them as part of a bulletin board on the subject of butterflies or insect development. Or, print the images on transparency paper and use them with your overhead projector.

2. Enlist the aid of student volunteers for performing the following:
    - Place a 1-inch base layer of moist soil in the bottom of a clear, plastic sweater box or shoe box.
    - Set a small cup of water on the surface of the soil.
    - Place two or three leafy twigs in the cup with their cut ends immersed in the water and their upper ends resting against the side of the box.
    - Gently place the caterpillars on the twigs.
    - Place a square of nylon net over the top of the box and secure it with a strong rubber band, thus forming an escape-proof lid that also provides the caterpillars with proper ventilation.

3. Encourage students to develop a sensitivity to the events occurring in the butterfly garden and to the well-being of the inhabitants. They should:
    - Make necessary adjustments to ensure proper conditions of air, light, temperature, and moisture for the developing organisms.
    - Observe the gradual changes that occur as the caterpillars pass through successive stages of development in their life cycles, and mark on a calendar the amount of time spent in each developmental stage.
    - Release adult butterflies into the outside environment when weather conditions are suitable.

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Caterpillar

Chrysalis

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Butterfly emerging

Butterfly

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Name(s)_____Date_____

Butterfly Facts and Questions

Directions: Go to the *frequently asked questions* page on the Children's Butterfly Site. When you click on a question, it will scroll you down to the answer. You may also use the scroll bar to go up and down through the questions and answers. Try to find at least two facts for each of the information boxes below, then ask two of your own butterfly questions.

Habitat (where they live)

- _____
- _____

Bodies (how caterpillars and butterflies look)

- _____
- _____

Prey and Predators (what they eat and what eats them)

- _____
- _____

Questions I have:

- _____
- _____

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Name(s)_____Date _____

Butterfly Life Cycle

Directions: Using the *coloring page* on the Children's Butterfly Site, read about the 4 stages in the metamorphosis of butterflies. Draw each stage in the circles below and label the stages. After re-reading the web site information, write one fact about each stage in the butterfly life cycle.

Stage: _____

Fact: _____

_____

Stage: _____

Fact: _____

_____

Stage: _____

Fact: _____

_____

Stage: _____

Fact: _____

_____

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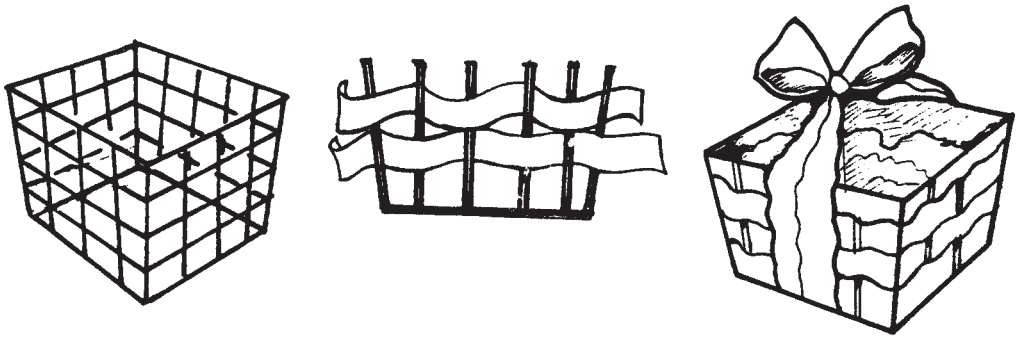
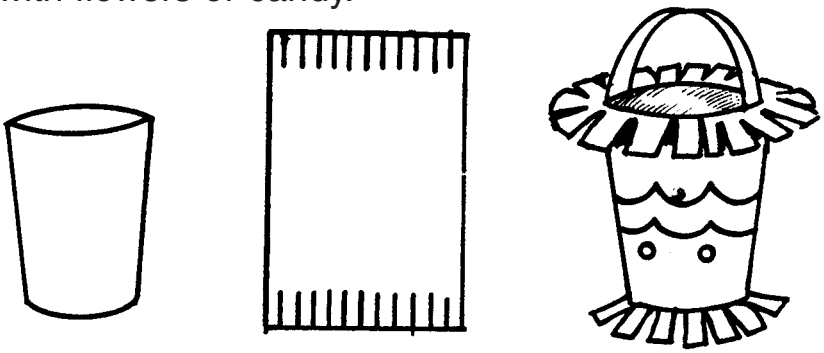
May Baskets

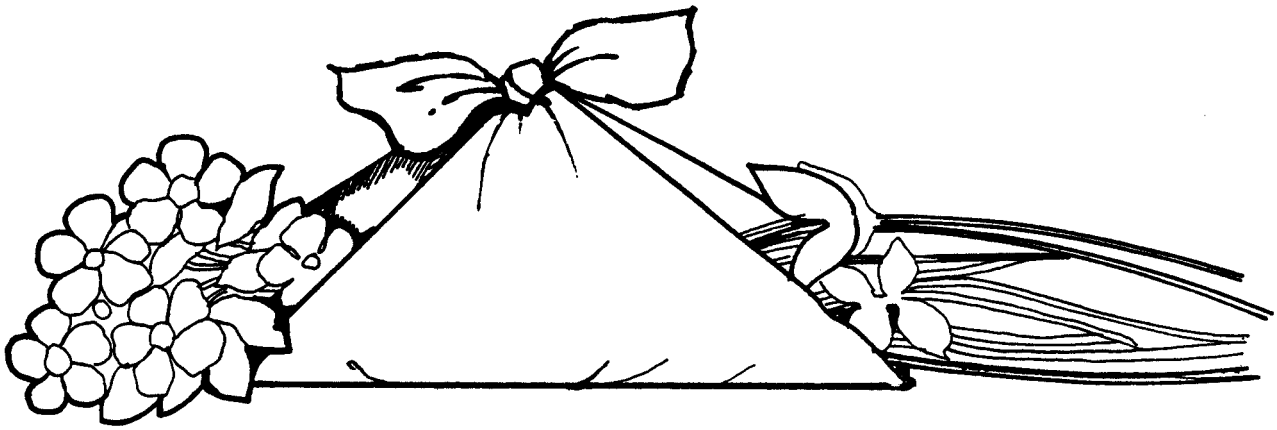
1. Use green Plastic berry baskets from the market. Weave a ribbon through the holes, leaving enough extra at both ends to tie a bow at the top as a handle. Weave more ribbon in a pleasing design around the sides if desired. Stuff the bottom with damp, crumpled paper towels or wet moss, and fill with short-stemmed flowers.



2. Start with a plain paper cup. Decorate it with crayons or markers, or cut designs from paper and glue them on the cup. Another option is to cover it with colored paper. Cut the paper a little "taller" than the cup so you can cut fringe for the top and bottom edges as shown below. Add a pipe cleaner handle. Fill with flowers or candy.

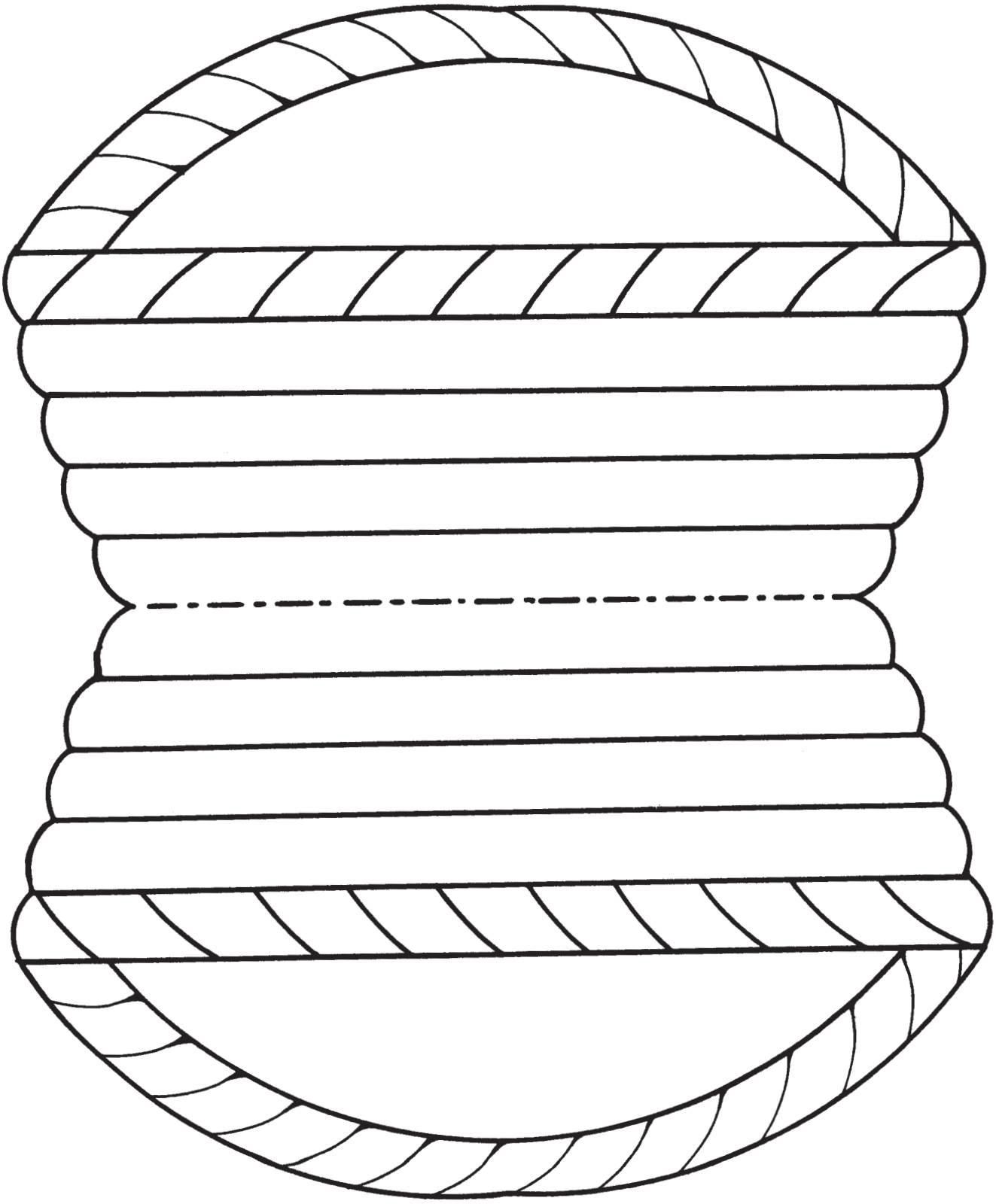


3. Fold a square of fabric or paper in half diagonally. Add flowers that have long stems. Tie or staple the top corners together as a handle.



May Baskets *(cont.)*

Cut out the basket and color it. Fold along the dotted line. Glue or staple the sides together. Fill with flowers or candy.



Going Green for Earth Day

Printables & Activities

Grades K-10

TeacherVision®

Green Tips for green Readers!

Ten Easy Ways Kids (and their Parents) Can Help the Planet!

- **Take a trashy trip.** Visit your local landfill, recycling center or transfer station with your parents, school, or group. Get to know what's recyclable in your community and what happens to your trash after the garbage truck takes it away. Ask lots of questions. Recycling is different in different places, so knowing your local rules is an important first step. It might be a little smelly, but it's worth it!
- **Don't be a litterbug.** We all make trash everyday. Make sure that your trash always goes in the proper place – a trash can, of course! Dropping trash on the ground is littering, and it doesn't just make a place look ugly. It hurts the environment by polluting the land and water, and that affects all of us, including animals that can mistake litter for food or get tangled up in trash. Stopping litter is easy – it begins with you.
- **Reuse. It's like recycling, only better.** So, what do you do with a can or bottle or book or ANYTHING when you're finished with it? The absolute best thing you can do is to reuse things so that they stay out of the trash. Things like drink bottles and grocery bags can be refilled. Books and magazines can be reused as art projects or gift wrap. Old toys or electronics can be donated to a charity that will give them to someone else. Be creative – the only limit is your imagination!
- **Know your numbers.** Look closely for the recycling symbol (three arrows going in a circle) on plastic bottles, packages or containers. Plastic items that have a number "1" or "2" in the middle of the symbol are the easiest to recycle, and should be accepted by almost every recycler. Some communities require that your plastic bottles have a "neck," so know your local rules (see #1).
- **Can it!** Metals are among the most valuable materials for recycling. Aluminum and steel cans are always welcomed by recyclers, and most metals can be recycled infinitely (that means over and over again, forever) with no loss of quality.
- **Look beyond the daily paper.** Paper and cardboard are America's most-recycled materials, and between the classroom and homework, kids use a lot of paper! In addition to newspaper recycling, most communities will accept cardboard (especially the corrugated or "wavy in the middle" kind), magazines, junk mail, catalogues, and phone books. But hold on to your comic books and baseball cards. They might be worth something someday.
- **Make recycling easy on the road.** Ask you parents to keep two bags in your car or truck to contain your family's trash - one bag for garbage, and one for recyclables. Pre-sorting on the road makes it easier to move your recyclables to the proper containers once you get to where you're going.
- **Improve your neighborhood with a cleanup event.** Clean neighborhoods are better places for everyone to live, work, shop and play. Join or organize a local cleanup event, and be sure to sort the recyclables you pick up. You'll be amazed at what a difference a little effort can make.
- **Teach your parents well.** Let's face it, Mom and Dad might have learned about recycling way back in the 1990's. Things have changed a lot since then! Keep your family updated on what you learn about recycling, waste and trash. Talk with them about global warming. Parents can learn a lot from kids, so be sure to set a good example for them.
- **Tell the world what you think .** Have something to say? Make a poster about litter or recycling, or make a video about trash. Write a letter to your local newspaper about an environmental issue that you care about. Hey, you can't protect the planet all by yourself. "Getting the word out" shows that you care, and can get other people to think about what's important to kids. Speak up!

These tips were suggested by Keep America Beautiful (KAB.org)

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DO SOMETHING BEAUTIFUL.

Little green BOOKS

Little Simon

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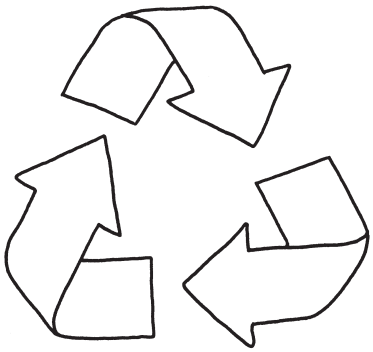
Classroom Recycling Ideas



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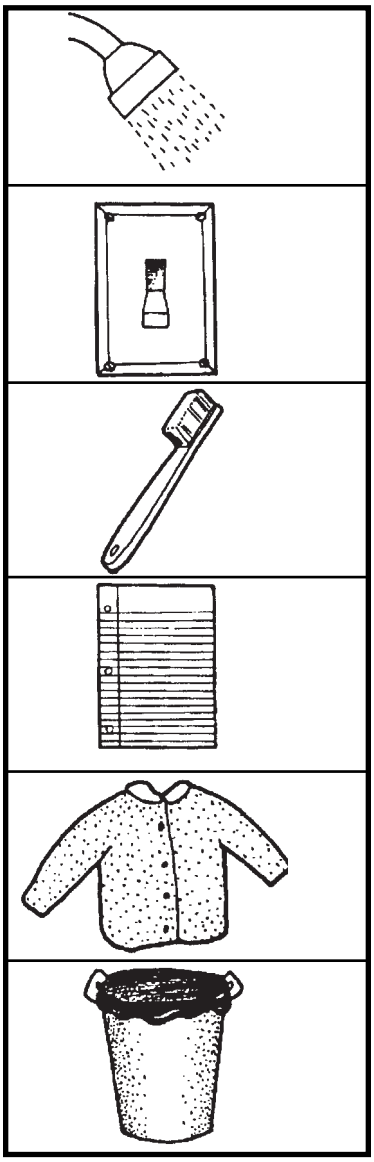
Name _____

Ways You Can Help the Environment

Color the things you will do to help save the Earth.



Take a short shower instead of a bath. A shower uses less water.

Turn off lights when you are not in the room. It will help save electricity and lower your family's electric bill!

Turn off the water while you brush your teeth. Turn it back on when you are ready to rinse your mouth.

Use both sides of your paper. Keep a scrap box in the classroom for used paper. When you collect enough, recycle it.

In the winter keep the heat low, put on a sweater if you feel chilly.

Throw garbage in trash cans. When you see litter on theground, pick it up and put it in a trash can.

Write one more thing you can do to help save the Earth. Draw a picture in the box.

_____

_____

_____

_____

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Environment and Pollution: Matching

Excerpted from *Biology Teacher's Survival Guide*

Select the proper terms listed below to match the statements that follow. Write the letter of the term in the blank.

a. biomagnification	g. biodegradable	m. smog
b. fauna	h. ozone	n. biotic
c. thermal	i. natural resources	o. flora
d. recycling	j. phosphates	p. abiotic
e. sulfuric	k. sulfur dioxide	q. fossil
f. ecology	l. eutrophication	r. pesticides

1. _____Process by which wastes are converted into new products and materials

2. _____The earth's materials that are used by living things for such needs as food, shelter, and manufacturing

3. _____The toxic air-polluting gas that causes acid rain

4. _____The term used to denote increasing concentration of pesticides and other pollutants in the food chain

5. _____Term applied to wastes that break down into harmless substances when exposed to the environment

6. _____The layer of the atmosphere thought to be breaking down because of air pollution

7. _____A collective term for animals in the environment

8. _____The study of the interaction of living organisms with their environment

9. _____The nonliving factors of an organism's environment

10. _____Chemicals used to kill unwanted insects

11. _____Type of pollution in which water is heated

12. _____A collective term for plants in the environment

13. _____The acid in acid rain

14. _____The living factors of an organism's environment

15. _____Process that can lead to the death of a body of water from pollutants

16. _____An environmental polluting agent found in some detergents

17. _____Fog-like pollution caused by automobile emissions

18. _____Types of fuel, such as coal, that cause air pollution when burned

Environment and Pollution: Matching Answers

1. **d.** *recycling*
2. **i.** *natural resources*
3. **k.** *sulfur dioxide*
4. **a.** *biomagnifications*
5. **g.** *biodegradable*
6. **h.** *ozone*
7. **b.** *fauna*
8. **f.** *ecology*
9. **p.** *abiotic*
10. **r.** *pesticides*
11. **c.** *thermal*
12. **o.** *flora*
13. **e.** *sulfuric*
14. **n.** *biotic*
15. **l.** *eutrophication*
16. **j.** *phosphates*
17. **m.** *smog*
18. **q.** *fossil*

BUMBLE BEE IN A TREE!
A RECYCLING CRAFT PROJECT

Kids! Ask a parent to help you follow the instructions below to make a birdhouse out of a coffee can!

You Will Need:

- Coffee can with lid
- Craft paint (try acrylic or model-car paint since this will be hanging outside!)
- Black pipe cleaner
- White fun foam
- Large goggly eyes
- Drill or a fat nail and hammer
- Strong twig or small wooden dowel
- Piece of twine or rope
- Paper hole punch
- Scissors
- Paintbrush

Craft Project Instructions:

- Cut a hole near the middle of the coffee can lid, large enough for the type of birds that you would like to attract to the bird house. Just below this hole, punch a small round hole with a paper punch.
- Paint the front of the lid black.
- Remove the paper wrapper from the can. If a glue line remains where the wrapper was seamed together, use this area as the belly, or bottom part, of the bee.
- Painting the can should be easy as it has ready made lines. Start with the bottom of the can and first ripple line from the bottom and paint it black. Then paint ever other lane black. Pain the remaining areas yellow when the black lines are dry.
  - Painting tips: If you mix a little bit of glue with the craft paint it will improve the adhesion to the can. If using craft paint, you will likely need two coats of black paint and three coats of yellow. An alternative to craft paint is glossy model-car paints which will stick to the metal can very well and provide a nice shiny finish.
- When the paint is dry, place the black lid back onto the can, making sure that the lid is lined up so the mouth opening lines up with the belly of the can (where the coffee can label glue was left over). Spray or brush on an outdoor sealer.
- Glue on the large goggly eyes toward the top of the lid over the birdhouse opening. Glue a small dowel or twig into the hole that was punched.
- Take a pipe cleaner and fold it in half. Wrap each end of the pipe cleaner around a pencil to form curly ends on the antenna. Glue the pipe cleaner onto the can, positioning it over the eyes on the lid.
- For the wings, take a white square of fun foam, fold it in half and cut a tear-drop shaped cut in a square at the fold. Open up and glue to the top of the can right behind the antennae.
- Using a drill, or a fat nail and hammer, make two holes close together on the top of the wings and can. Pull twine or rope through the holes and knot off. Hang from a tree in your yard.

Everyone will envy this birdhouse you have made by recycling a coffee can!

GO GREEN!
Enjoy!

Coming January 2009!

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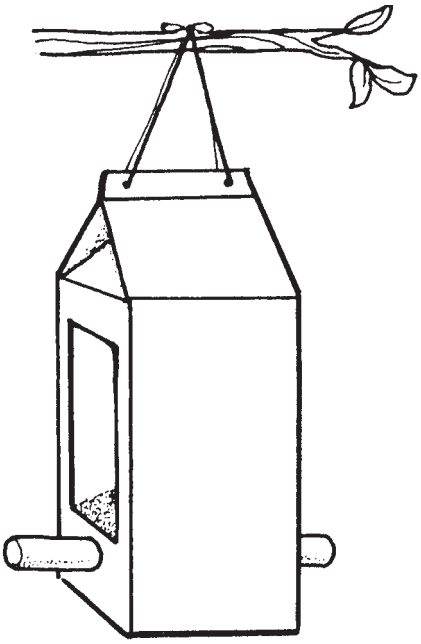
Reproducible Activity: If you print this page, please use scrap paper when possible.

Recycled Bird Feeders

In some cities there aren't enough trees or grasses for all the birds to build their nests. Help protect these fine-feathered friends by building a bird feeder. Not only will you be providing housing for birds, you'll be recycling too! That's called "killing two birds with one stone" (you may need an adult to help you with the meaning of this saying).

Milk Carton Birdhouse

Materials: Empty, clean half-gallon milk carton; scissors; wood dowels or tree branches; string or yarn; birdseed

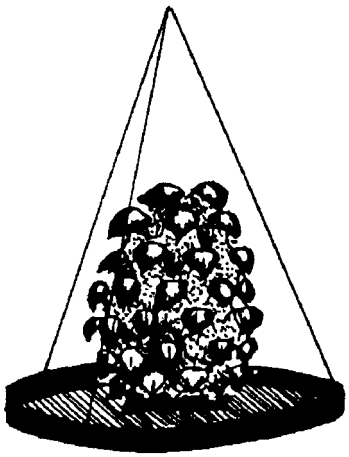


Directions:

- With the scissors cut a window in one or two sides of the carton.
- Cut a hole on each side of the carton about 3/4 of the way down.
- Slide a dowel or tree branch through the holes.
- Punch two holes through the top roof of the carton.
- Thread string or yarn through the holes; tie a knot.
- Put bird seed in the bottom of the feeder and hang it up outdoors.

Pine Cone Bird Feeders

Materials: Pine cones; peanut butter; bird seed; plastic lids from margarine cups; foam meat trays or aluminum pie plates; clay; string or twine; scissors



Directions:

- Use the scissors to punch three evenly spaced holes in the plastic lids or pie plates (punch four holes in the foam tray).
- Attach a piece of string to each hole. Gather the strings at the top and tie a knot.
- Flatten a piece of clay and place it on the lid, pie plate or meat tray.
- Roll a pine cone in peanut butter and bird seed until it is well-covered.
- Press the pine cone onto the clay.
- Hang up the bird feeder from a tree branch outdoors.

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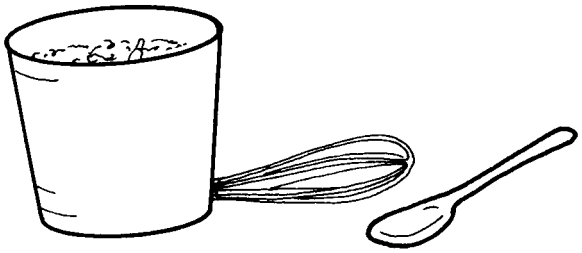
Making Your Own Recycled Paper

There are many different ways to make recycled paper. An easy method follows. Pairs can work together to make their own paper.

Ingredients

- newspaper torn Into small pieces
- water wire whisk
- plastic or metal bucket
- cornstarch
- ¼ cup measuring cup
- piece of window screen to fit inside the bucket
- rollng pin
- wooden spoon
- blotting paper (or more newspaper)



Directions

- Fill the bucket half full with the torn newspaper pieces.
- Pour enough water into the bucket to completely cover the paper; then add about two more inches of water.
- Allow the paper to soak overnight.
- Add one-fourth cup of cornstarch to the contents of the bucket.
- With the wire whisk, beat the mixture until thoroughly mixed.
- Bend the wire screen to fit inside the bucket.
- Scoop up some pulp onto the screen.
- Lift up the screen and hold over the bucket while spreading the mixture to an ⅛" thickness over the screen (use the wooden spoon).
- Place the screen and wet pulp between two sheets of blotting paper (or newspaper).
- With the rolling pin, press out excess water. (Do this on a flat surface.)
- Remove the blotting paper (or newspaper).
- Allow to dry overnight or longer, then gently peel the recycled paper from the screen.

Extensions

- Find out how paper is made. Visit a paper mill if possible.
- Research what people used before paper was invented. Find out when paper was invented.
- Learn how to do calligraphy. Special calligraphy pens and instruction booklets are available in art supply stores. Look for examples of calligraphy in books and magazines.

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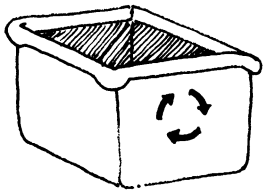
Name _____ Date _____

Science and Social Studies

Recycling Center



Design a recycling center for your home. Think of ways to store newspapers, cans, and bottles. Make the area neat, tidy, and easy to use. Decide where the center could be located. Make a sketch of your recycling center.

Write three or four sentences to describe your center.

_____

_____

_____

_____

_____

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Daily Writing Activities: Recycle It!

Recycle It!

Part of the pollution problem is that people throw away tons of garbage each year and waste many items that are reusable. Students will be surprised to learn the many ways they can reuse plastic bags, pantyhose, and ice cream tubs, for example. For a daily writing assignment have them choose one of the topics below and write at least five uses for it. Have them use recycled paper, of course. Their ideas should be shared in small groups on a daily basis.

• an aluminum soda can	• a yogurt cup	• newspapers
• a plastic soft drink or water bottle	• a tennis ball can	• cereal boxes
• a cardboard roll from foil or plastic wrap	• a plastic pantyhose container	• plastic detergent containers
• glass baby food jars	• orange juice cans	• foam fast food containers
• wood ice cream sticks	• paper lunch sacks	• glass jam or jelly jars
• wire coat hangers	• paper egg cartons	• plastic margarine tubs
• plastic bags	• plastic six-pack rings	• milk carton
• a foam cup	• writing paper	• a plastic straw

Extensions

- Assign the same topic to all students. Make a class chart of all the uses for that item. Do not record duplicate ideas. Instead, figure out what percentage of students did have the same idea. This activity can be done in small groups, if preferred.
- Time the students. The one who can write the most uses for an object within that given time period wins a prize (award certificate, sticker, etc.). This can also be done as a cooperative activity.
- Publish the lists of how to reuse these items; pass the lists to another class. Encourage them to try out some of the ideas before passing the list on to another class.

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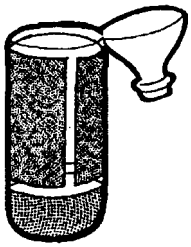
Ecology Experiments

The following experiments will give students a hands-on learning experience which will help them fully understand the concepts "biodegradable" and "energy-efficient."

A Biodegradable Experience

Find out which things are and which things are not biodegradable (able to break down and be absorbed into the ground) by completing this experiment.

Materials: Five 2-liter plastic bottles with tops partially cut off (see diagram); garden or yard soil; water; spoon; scraps of potatoes, celery, or carrots; plastic spoon or fork; wood ice cream stick; nails; bits of newspaper; strips of masking tape; marking pen.



Procedures:

- Fill each plastic bottle about half full with the soil.
- With marking pen label the strips of masking tape: #1 Vegetables; #2 Plastic; #3 Wood; #4 Metal; #5 Newspaper.
- Attach one label to each bottle.
- Put a spoonful of vegetable scraps into bottle #1, the plastic spoon or fork into bottle #2, etc. Cover the items completely with soil.
- Sprinkle just enough water in each bottle to moisten the soil.
- Close up the lids and tape the circumference of each bottle.
- Record an initial observation. Check on the contents every few days; record any changes. Which items are beginning to decay? Why?

Can Energy Be Saved?

Discover how you can save energy simply by using a lid.

Materials: Stove or two hot plates with same-size burners; two same-size saucepans with lids; a stopwatch or clock; water; one-cup/250mL measuring cup

Procedures:

- Measure and pour an equal amount of water into each pan.
- Place each pan on a burner; cover one pan with a lid.
- Turn the stove or hot plates on a high setting.
- Begin timing to find out which pan of water comes to a vigorous boil first. Note: Leave the lid on the covered pan and listen for it to boil.
- How much faster does one pan of water begin to boil than the other? Which one is more energy-efficient? Why does one pan boil faster than the other?

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Easter

Printables & Activities

Grades K-5

TeacherVision®

Easter Information and Activities

When is Easter?

Easter is always the first Sunday following the full moon on or after the spring equinox (the first day of spring). The earliest date is March 22 and the latest date is April 25.

Why the Easter Bunny?

The hare is a symbol for the moon (Egyptian mythology). The Easter date is associated with the full moon, as stated earlier. Over many, many years, the term "rabbit" has come to be associated with Easter, and today we know this rabbit as the Easter Bunny.

Have students make fuzzy-looking Easter bunnies by using small sponges and tempera paint. Encourage them to make their hand "hop like a bunny" with the sponge, as they create their rabbit shape (two circles, a tail, and two long ears). If they do make the sponge hop up and down on the paper, the effect is light and airy, rather than heavy like a thick elephant line.

The Easter Egg

The egg is a symbol of life. At one time, Chinese parents sent a red egg to relatives or friends when a baby was born. This was like an announcement card. Many of our Easter greeting cards are shaped like an egg. Students can have fun making an egg-shaped card for Easter greetings. In the Ukraine, eggs were popular gifts to exchange at Easter, and young girls rubbed their cheeks with the red-colored eggs when they found them to give their cheeks a rosy glow after a long winter.

The Traditional Easter Parade

There are many Easter parades with people dressed up in new clothes, marching along the street to welcome the spring. In England, it was once considered bad luck to be seen on Easter Sunday wearing old clothes. Today, people wear old and new clothes for Easter, but many still buy a new Easter outfit. In the United States, there is the traditional New York City parade along Fifth Avenue, and another famous one along the boardwalk in Atlantic City, New Jersey. Does your city or town have an Easter parade? Why not have a classroom parade to celebrate spring?

An Easter Nest

In Germany and Switzerland (locate these countries on a map or globe), children make nests of grass in the garden in order that the Easter Bunny may fill them with eggs. Our green "grass" (or purple, yellow, or pink) that we buy for Easter baskets may have been handed down from this custom.

The Chocolate Egg

In England, children receive chocolate eggs wrapped in fancy paper. Make a giant egg shape on butcher paper and have students decorate it with fancy art using colorful felt-tip pens. This can be cut and used as a tablecloth at a gala party, or it can be hung on the door as a decoration.

The Easter Egg Tree

This tradition first started in Germany. Eggs were colored and tied to the branches of a tree to herald the spring season. An Easter egg tree can be madein the classroom-adding a fresh look to the classroom setting!

The Easter Egg Roll or Easter Egg Hunt

In the United States, children gather on the lawn of the White House in Washington, D.C., and take part in rolling Easter eggs on the lawn. In many European countries, eggs are hidden inside and outside in the garden and, at a given signal, children carefully hunt for the eggs. "Finders keepers!"

Hide a colorful hard-boiled egg in the classroom and have students go on a hunt for it. Or, have one student leave the classroom and step out into the hall. Hide the egg so that everyone else knows where it is. When the person is invited back into the room, have children thump on their desk with their forefinger if the student seeking the egg is quite close, and thump thump if he or she is practically on top of it.

The Rabbit Hid Them

In the classroom, students can make Easter baskets from cardboard containers, strawberry baskets, or construction paper. These can be filled with colored paper that has been cut into strips for grass, or commercial grass can be purchased for the baskets. When students go to lunch, have the baskets removed from the classroom (and filled with jelly beans or other treats). Ask the class aide or older students in the building for assistance with this activity. When the class returns to find the baskets missing, it means that the hunt is on at a designated time that afternoon. This can be a part of the Easter parade, with the finding of the baskets as the culmination. Sometimes they end up in the office

cupboard or in the library or in the principal's office or in the media center. There is no telling where that rabbit will hide these baskets! Students at this age giggle with glee and get caught up in the excitement of the hunt – and they are engaging in a tradition that is centuries old. This is just one way that the schools transmit the cultural heritage of the people.

Excerpted from *First Grade Teacher's Month-by-Month Activities Program*.

Name:_____ Date:_____

Easter Alphabetical Activity

Instructions: Write these words in alphabetical order.

egg 1) _____

hide 2) _____

bilby 3) _____

dye 4) _____

find 5) _____

chicken 6) _____

lamb 7) _____

chocolate 8) _____

hunt 9) _____

Easter 10) _____

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Easter Alphabetical Activity
Answer Key

1) bilby

2) chicken

3) chocolate

4) dye

5) Easter

6) egg

7) find

8) hide

9) hunt

10) lamb

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Easter Sentence Builders

Use each word in a sentence. Write your sentence in the space provided.

1. Lily _____

_____

_____

2. Spring _____

_____

_____

3. Basket _____

_____

_____

4. Sunday _____

_____

_____

5. Nest _____

_____

_____

6. Rabbit _____

_____

_____

7. Bonnet _____

_____

8. Parade

9. Flower

10. Easter

Easter Scrambled Words

Unscramble the letters to correctly spell out a word.

1. iLyl _____
2. gnrpiS _____
3. Beakst _____
4. yanudS _____
5. eNts _____
6. tibabR _____
7. neBnto _____
8. edraaP _____
9. reolwF _____
10. Eeatsr _____

Word List

Sunday	Nest	Bonnet	Lily
Flower	Spring	Parade	Basket
Easter	Rabbit		

Easter Scrambled Words II

Unscramble the letters to correctly spell out a word.

1. dniF _____
2. yBnun _____
3. Gsasr _____
4. bmaL _____
5. gEg _____
6. kCihc _____
7. yDe _____
8. ediH _____
9. ersatE _____
10. tnuH _____

Word List

Bunny	Dye	Grass	Lamb
Hide	Easter	Find	Chick
Hunt	Egg		

Name_____ Date_____

Easter Scrambled Words & Scrambled Words II
Answer Keys

1.	iLyl	Lily	1.	dniF	Find
2.	gnrpiS	Spring	2.	yBnun	Bunny
3.	Beakst	Basket	3.	Gsasr	Grass
4.	yanudS	Sunday	4.	bmaL	Lamb
5.	eNts	Nest	5.	gEg	Egg
6.	tibabR	Rabbit	6.	kCihc	Chick
7.	neBnto	Bonnet	7.	yDe	Dye
8.	edraaP	Parade	8.	ediH	Hide
9.	reolwF	Flower	9.	ersatE	Easter
10.	Eeatsr	Easter	10.	tnuH	Hunt

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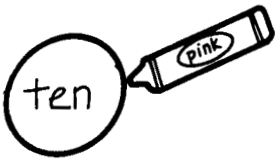
Name _____ Date _____

Find the Hidden Eggs

Where are the eggs hidden? Sound out each group of letters. If it is a real word, draw an Easter egg around the word with a crayon. Use different colors of crayons to draw the eggs.

Example: ten



wing

bap

lake

mat

spill

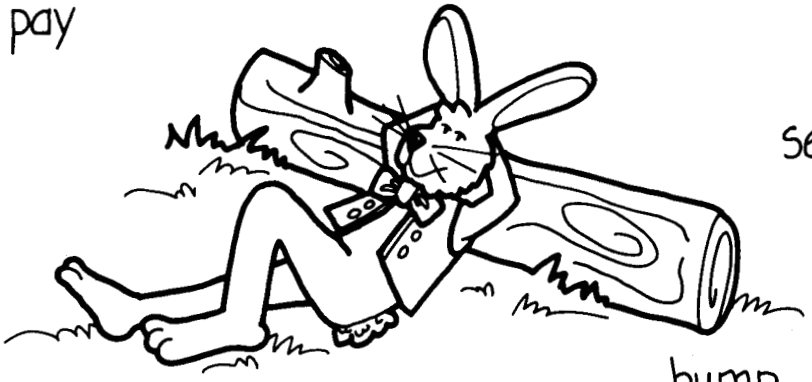
slide

plan

bank

rag

pay



send

drip

bump

sad

led

blink

clock

tag

wame

went

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lun

sip

brin

sack

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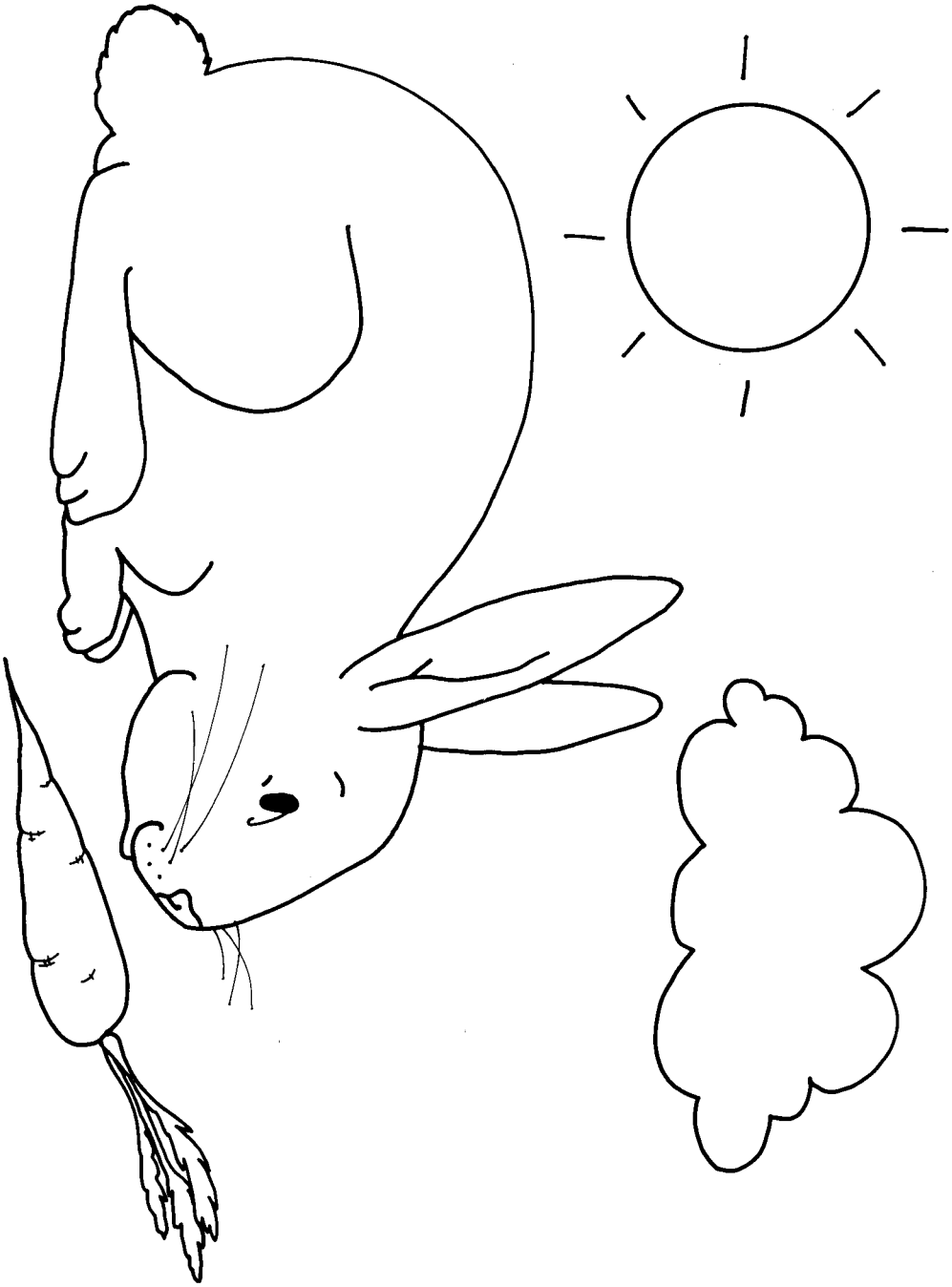
Name _____ Date _____

The Rabbit



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Passover

Printables & Activities

Grades K-12

Passover, the Jewish Festival of Freedom

March or April

Passover, also known as the Festival of Freedom, is a Jewish holiday that celebrates the exodus, the deliverance from slavery of the Hebrews in Egypt over 3,000 years ago. The holiday lasts for eight days. It begins with a special meal, the Seder. The story of the exodus is read from a book called *Haggadah*.

The Passover symbols are placed on the Seder plate in the middle of the dinner table. A roasted lamb bone recalls the sacrificial lambs of the first Passover. A hard-boiled egg is a symbol of new life. Parsley or celery is a reminder that Passover comes in spring when everything begins to grow. A bitter herb such as horseradish is used to symbolize slavery. Charoset, made of apples, nuts, wine, sugar, and cinnamon, represents the mortar the Jews made as they built cities for the Egyptians.

In addition to the Seder Plate, salt water, wine, and matzoh are also on the dinner table. Salt water represents the tears of the Jews as slaves in Egypt. Wine symbolizes the sweetness of life. Matzoh, which is unleavened bread, is a reminder of the Jews' hurried departure from Egypt with no time for bread to rise.

An extra goblet is put on the table for the eagerly awaited guest, Elijah, the prophet of hope and faith.

During the Seder, the youngest child asks the four Questions beginning with "Why is this night different from all other nights?" The questions are answered in the narrative of Haggadah.

Passover is a movable festival.

Making It Work

Ask students to explain the meaning of the word exodus. Ask them where the story of the exodus can be found.

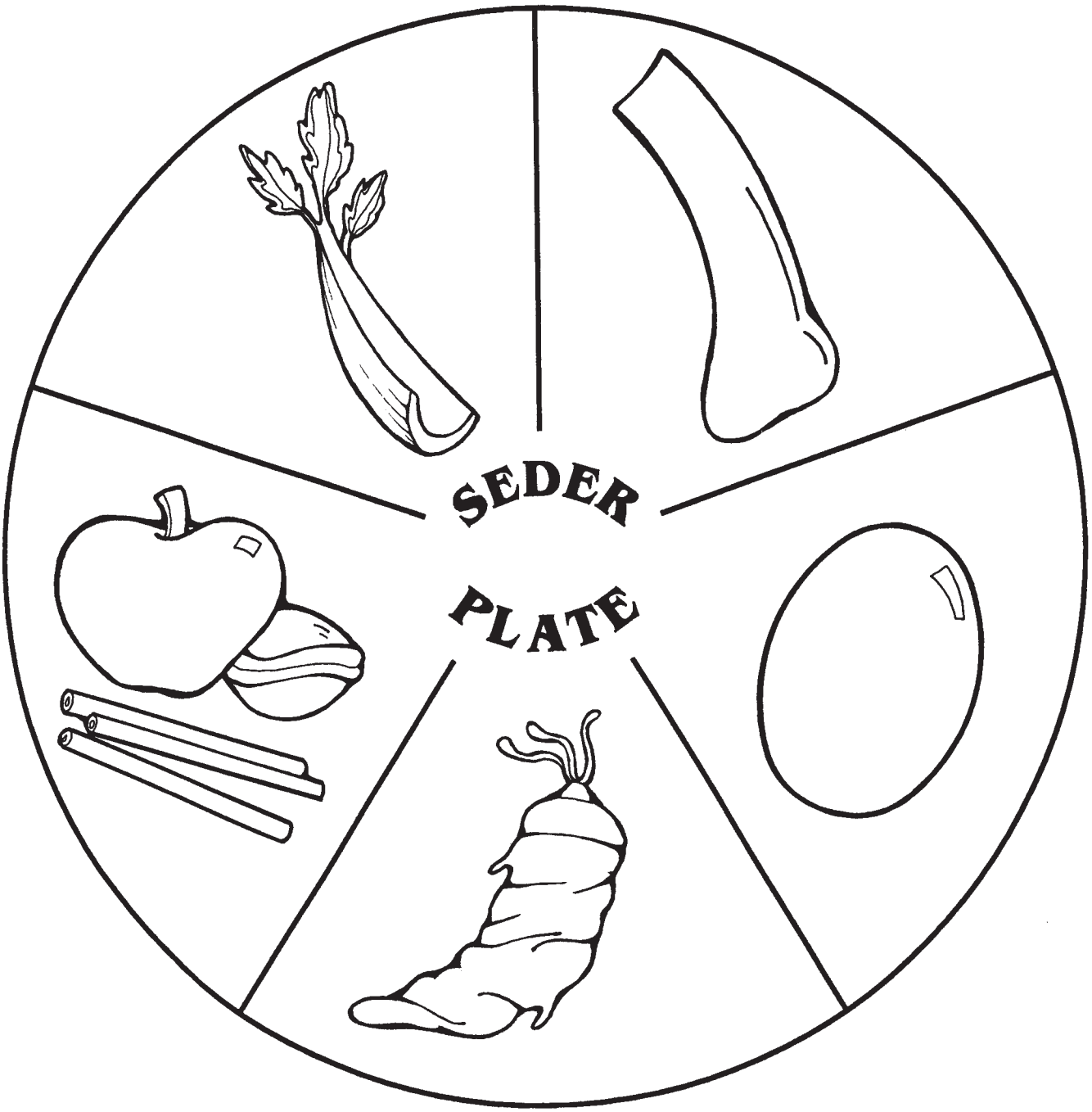
Read the story of the exodus, or have the students read it, and discuss it in class. The story has been included in many of Hollywood's biblical epics. You might like to show one of these (or part of one) in video form to give the feeling of the time and place.

Many Jewish festivals and religious ceremonies are centered in the home. Ask students to share their customs and describe the ways in which they celebrate.

Make a Seder Plate and discuss the meanings of the symbols that are used. Depending on time, resources, and grade level, teachers may share the information given above or ask students to do their own research on the Passover symbols.

Seder Plate

Make a Seder Plate to learn about the Passover symbols. Color the Seder Plate pictured below and cut it out. Then cut along the bold lines to divide the Seder Plate into sections. Next, cut a circle the same size as the Seder Plate out of a separate sheet of paper. Attach the centers of the two circles with glue or a brass fastener. Finally, lift up each section of the Seder Plate and on the paper under it, write a brief description of the food that is pictured and what it symbolizes.



Passover Freedom Mural

Follow the instructions to create a collage mural that celebrates freedom during Passover.

Grades: 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12
Subjects: Social Studies and History | Art, Music and Drama
Themes: Ornaments and Decorations | Activity Center | Arts and Crafts | Holidays and Celebrations | Art | Passover
Holidays: Passover | Holidays

Discuss what freedom means to you and your family and how this principle is celebrated in the Passover season. Have the children find pictures in magazines or draw pictures that represent freedom. Create a mural on poster board using these pictures, markers, and some sticker letters. You could also search the Internet for coloring pages to use in your mural.

Level: Easy

Time involved: One to two hours

Materials:

- Pictures from magazines or magic markers (See step 1.)
- White glue
- Poster board
- Sticker letters

1. Cut pictures from magazines, or draw and color your own pictures that represent freedom to you. For example, you might choose a picture of a wild bird, a warm home, or an entertainment event.
2. Glue these pictures onto the poster board. Use sticker letters to spell out the words that mean freedom to you and your kids. For example, you might spell out freedom of speech, ideas, choice of professions, or education.

You could make this an on-going family project during Passover and add to it as the days pass. You also might want to divide the poster in half and place traditional Passover symbols of freedom on one half and modern-day symbols of what this freedom means to you personally on the other half.