**Week 8 Tuesday, October 29th**

Activity 1: Vocab Brainstorm Activity 3: Halloween Acrostic

Halloween Traditions Activity 4: Trick-or-Treating

Activity 2: Memory Game Activity 5: Spooky Stories

Halloween History Activity 6: Story Prompt

Halloween Songs

***(EXTRA) VIDEO:***

This is a great (short) movie to share with students about Halloween. If there is not enough time for it in class, they can watch it on their own (the link is on their handouts). However, if the activities don’t take much time, you can play part (or all) of this video.

It’s the Great Pumpkin Charlie Brown (24 minutes)

<http://vimeo.com/52484438>

**Activity 1: HALLOWEEN VOCAB BRAINSTORM:**

Have the students take a few minutes to brainstorm words that they associate with Halloween on their handouts (web provided/shown below). They should try and categorize the words, for example: adjectives (scary, creepy, dark) or food (candy, pumpkins, apple cider), etc.

**Make sure they don’t use the vocab list at the very back of their packets**

Then, have them come up and put their ideas on the board and explain why they chose them.

**HALLOWEEN TRADITIONS:**

Using the vocab list in their packets, and the words that the students came up with, discuss and explain the traditions and associations that you have with Halloween.

*Other topics you could discuss:*

Food Different types of Costumes Symbols Parties (Family, Work, School, Friends, etc.) Pranks Scary Stories Trick-or-treating traditions

Decorations (houses, stores etc). Carving/Picking Pumpkins Characters (ex: Dracula)

*Halloween Vocab List:*

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| Apples | Flashlight | Night | Treat |
| Autumn | Frankenstein | October | Trick |
| Bats | Frighten | Orange | Vampire |
| Black | Games | Owl | Warlock |
| Bones | Ghosts | Party | Web |
| Boo | Ghoul | Potion | Werewolf |
| Broom | Goblin | Prank | Wigs |
| Cackle | Graveyard | Pumpkins | Witch |
| Candy | Halloween | Safety | Zombie |
| Cat | Haunted House | Scare/Scary | Candy Corn |
| Cauldron | Hayride | Shadows | Candy Apples |
| Costumes | Hoot | Skeleton | Bobbing for Apples |
| Creepy | Howl | Skull |  |
| Doorbell | Jack-o-lantern | Spell |  |
| Dracula | Mask | Spider |  |
| Eerie | Monster | Spirit |  |
| Excitement | Moonlight | Spooky |  |
| Fall | Mummy | Sweets |  |

**Activity 2: Memory Game**

Divide the class into groups of 3-4 students. Give each group a set of flashcards (there should be 15 images and 15 blank cards). First, the students have to write the name of each of the images on a **blank** flashcard, so that there are pairs of images and words (on separate cards) for each image. Then, they should lay all the flashcards face down, mix them all up and lay them out in a grid.

The first person chooses to turn over two cards. If they found an image-word pair then they remove the pair from the grid and keep it. If not, they turn the cards back over and the next person tries to find a pair. The person with the most pairs at the end of the game is the winner.

**HALLOWEEN HISTORY:**

Ask for volunteers to read a section of Halloween history aloud to the class and to take any questions that the others have.

*Origins:*

The holiday on October 31st began as a Celtic festival (called Samhain) to celebrate the harvest at the end of the summer. It was believed that on this transition day between seasons ghosts and spirits came to ruin crops and play tricks on people.

*Why is it called “Halloween?”*

When Christianity came to Celtic lands they tried to replace the holiday on October 31st with the Christian holiday “All Saints Day” on November 1st. The name of “All Saints Day” gradually changed to “All Hallows,” and thus October 31st was called “All Hallows Eve.” Eventually, this became shortened to “Halloween.”

*Why do we dress up in costumes?*

The custom of dressing up on Halloween comes from a mix of traditions. On the Celtic holiday, Samhain, they believed that by dressing up you could fool evil spirits and prevent them from taking your soul. For All Saints Day it was also common to dress up like saints or angels.

*Where does trick-or-treating originate?*

During Samhain the ghosts and spirits might disguise themselves like humans and ask for money or food. If they did not receive what they asked for they might curse or haunt the person who refused them. There was also a custom called “souling” in which poor people would beg for food in exchange for praying for the giver’s soul.

*Why do we carve pumpkins?*

Originally, instead of carving pumpkins, people used gourds. They made lanterns from the gourds to help guide lost spirits home, but carved scary faces to scare away bad spirits.

*Why are the colors of Halloween orange and black?*

The color black is traditionally associated with death and the color orange is associated with the autumn harvest.

*Fun Fact:*

As a country, the United States spends over $5 billion a year celebrating Halloween.

**HALLOWEEN SONGS:**

Below are several classic Halloween songs. Show the students as many (or as few) as you have time for. You could have them write down the vocab words that they hear in each of the songs as a mini-listening exercise.

Monster Mash

<http://www.youtube.com/watch?v=AxcM3nCsglA>

Ten Little Monsters—**an easy one to sing along to! Also good for their students!**

<http://www.youtube.com/watch?v=TK9Y1TeC9Oc>

The Addams Family Theme Song

<http://www.youtube.com/watch?v=_YFk4b6yeX4>

This is Halloween

<http://www.youtube.com/watch?v=xpvdAJYvofI>

Purple People Eater

<http://www.youtube.com/watch?v=REHV8LERhPw>

Ghostbusters Theme Song

<http://www.youtube.com/watch?v=m9We2XsVZfc>

Casper the Friendly Ghost

<http://www.youtube.com/watch?v=OlyR9U1pQ70>

**Activity 3:HALLOWEEN ACROSTIC**

Using the vocabulary words that they brainstormed, and the list at the back of their handouts, each teacher should make an acrostic poem about Halloween in their “This is Me” notebooks.

For example:



**Activity 4: TRICK-OR-TREATING**

The students should already understand the concept of trick-or-treating from earlier discussions. Split the class into “parents” and “trick-or-treaters.” Give the “parents” some candy to hand out and tell them to spread out in the classroom. Then, tell the “trick-or-treaters” to visit each of the “parents” and tell a Halloween joke in exchange for their candy. (They have a list of jokes in their handouts). Then, have the groups switch places. Finally, discuss their favorite jokes.

*(Side note: the tradition of telling jokes (the “trick”) in exchange for candy (the treat) is not done everywhere in the USA. However, it will get them practicing more vocabulary and learning some puns).*

**Jokes**

Explain that these jokes are all in a question-answer format to create a “conversation” between the joke-teller and the listener. In each case, the lines shown below are those spoken by the joke teller. First, they pose the question, and the listener, not knowing the answer, is expected to respond with the same question word. Then the joke teller can explain the answer (and the joke).

*Ex:*

*Person 1: Why don’t ghosts like parties?*

***Person 2: Why?***

*Person 1: They have no body to dance with*

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| *Why don't ghosts like parties?*  They have no body to dance with! | *Who did Frankenstein take to the prom?*   His ghoulfriend! |
| *Where do baby ghosts go during the day?*   Dayscare centers! | *Why couldn’t the ghost see its mom and dad?*  Because they were trans-parents! |
| *What was the witch's favorite subject in school?*   Spelling! | *Why do ghosts like to ride in elevators?*  It raises their spirits. |
| *What do ghosts serve for dessert?*  Ice scream! | *Why don’t ghosts like rain?*  It dampens their spirits! |
| *What do skeletons say before they begin dining?*  Bone appetit! | *What do you do if you want to learn more about Dracula?*  You join his fang club. |
| *Why didn't the skeleton cross the road?*  He didn’t have the guts! | *What’s a vampire’s favorite fruit?*  A necktarine! |
| *What do witches put on their hair?*  Scare spray! | *Why do vampires need mouthwash?*  Because they have bat breath. |
| *What do the birds sing on Halloween?*  Trick or tweet! | *What would you get if you crossed a vampire and a teacher?*  Lots of blood tests! |
| *Who won the skeleton beauty contest?*  No body! | *What pants do ghosts wear?*  BOO jeans! |
| *Why are there fences around cemeteries?*  Because people are dying to get in! | *Why is it hard for a ghost to tell a lie?*  Because you can see right through him! |

**Activity 5: STORY PROMPTS**

Hand out a story prompt to each teacher (or if they want to work in pairs, to each pair). Then, each student write a short story about Halloween (using their vocab) in their “This is me” notebooks.

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* One dark and rainy Halloween ...
* It was the night before Halloween ...
* The black cat twitched its tail twice. It hissed. Then ...
* It was a cold Halloween night when I saw the...
* The mad scientist was creating a new monster that could...
* The large cauldron of purple liquid started to boil when...
* I got an eerie feeling when I heard...
* The mysterious object started floating in the air and...
* The Halloween pumpkin turned into a...
* The black cat started to crouch and hiss when...
* Something in the closet was making a strange noise, so I opened the door and...
* I couldn't believe my eyes when I saw...
* As I carefully entered the haunted house, the door shut behind me and...