

Lesson Plan: Celebrating Spring Essay

Grades 2 - 4, Writing

Note: If you are doing any of the other No Rouz / Persian New Year lessons, this should be after them, as a conclusion & integration of prior lessons.

Preparation: Print a student pre-writing page for each student (in website's links). Provide lined paper for the essay if needed. Read *No Rouz: Our Persian New Year* by E.S. Zameen together as a class. Do any of the other No Rouz lessons, if desired. As a class, discuss Spring, the vernal equinox and Spring celebrations around the world.

Class Presentation & Discussion

Explain to the students that they will be *making up* a holiday that celebrates Spring and explaining it in writing.

As a class, have them think about Spring and list on the board things associated with Spring.

possible responses: warmer, grass grows, flowers, birds, butterflies, bugs, longer days, rainy / windy, snow melted, baby animals born, etc.

Have students fill in the first paragraph of their essay on the student pre-writing page. They could use their own names, state, and country, or make up a name and place they live—as you feel is appropriate for their grade level.

Hello, my name is _____ . My family and I live in the state of _____ in the country of _____ . I love the _____ we have here (What do you love about where you live?) When winter is ending and Spring gets closer, I get excited for _____ (name of holiday) . That's a holiday that celebrates Spring.

To help students think of a name for their made-up holiday, have them look at the list on the board, and choose what is their favorite thing about Spring. Then have them convert that thing into a phrase, name or title. Give examples and brainstorm as a class, then have them fill in their own holiday's name.

Examples: "Snow Is Melting," "Green Again Day," "Yay For Spring," "Puddle Season," "Blooming Time," "Light Is Winning," "Warm Weather Returns," "Butterflies / Birds / Bugs Day," "Sprouting Day," etc.

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Student Writing Time

Explain the following process the students are to use to finish their essay; then have them begin writing on their own.

For the five body paragraphs of the essay, the students will make up and explain their holiday's use of foods, a clown-like character, decorations, gifts, and a gathering of friends or relatives.

Have the students use the pre-writing page to generate ideas and write notes on each of these topics. Then they should copy their first paragraph to lined paper and proceed with writing the body paragraphs. Have them use their holiday's name as the title.

For the conclusion paragraph, explain to the class that this paragraph should summarize for the reader the main points of what you have already said, and help give an overall picture or summary. Have them use the pre-writing questions to brainstorm what to say in their concluding paragraph. They should write ideas and notes on the pre-writing page, then express it in complete sentences in their essay on the lined paper.

Follow Up

If desired, have some students share their essay with the class. Point out the strengths of Spring celebration elements (foods, character, etc.) from several essays. Ask the students to point out elements that symbolize Spring particularly well.