A WONDERING HEART™

ATLAS OF HOLIDAYS

Is Easter the Same Everywhere?

Classroom Companion

By Sheryl Dotson • Magsico Press • Ages 5–8 • Grades K–2



Designed to accompany **Is Easter the Same Everywhere?** by Sheryl Dotson.
Access to the book is required for the complete lesson.

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One purchased, school-owned, or borrowed copy can support a class.

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TEACHER GUIDE | BOOK + COMPANION

Start Here

Is Easter the Same Everywhere?

Designed to accompany **Is Easter the Same Everywhere?** by Sheryl Dotson. Access to the book is required for the complete lesson.
36-page paperback: first edition (2026), ISBN 979-8-9823392-4-9. Story: pages 4–27 (Spreads 1–12). Learning pages: 28–36.

Audience: ages 5–8, grades K–2. Grade 3 work is optional.
Essential question: Is Easter the same everywhere?

Learning goal

Explain how a tradition in the book helps answer Ralph's question. The sorting activity supports discussion of beliefs, traditions, made-up stories, and world facts. Easter celebrates Jesus' resurrection in Christian belief; families may have different traditions or may not celebrate Easter.

Materials and preparation

Gather one shared book, pencils or crayons, and the selected pages below. Preview the story, read the answer guidance on page 11, and mark a few read-aloud stops from page 4. Children may discuss the book instead of sharing family beliefs.

Exact print plan

One complete lesson	Page 7 only
Optional retelling	Page 8
Optional notebook	Page 9
Optional map	Page 10
Optional craft or bilby	Plain paper; no worksheet
Teacher reference only	Pages 2–6 and 11–14

Print one copy per child of each selected student page. Keep one teacher set or use it on screen. Optional activities can be chosen separately; none is required.

US Letter • Single-sided • Actual size / 100%. No answer depends on color. No-print choices are included. The separate Coloring and Fun Pack is optional and is not needed for the lesson.

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TEACHER GUIDE | ABOUT 45 MINUTES

One Complete Lesson

Is Easter the Same Everywhere?

Goal and question

Observable goal: name or show one tradition from the book and explain how it helps answer "Is Easter the same everywhere?"

Prepare

Use the full story, book pages 4–27, and companion page 7, one per child. Have pencils ready. This is the first reading; no prior reading is assumed. Use the read-aloud guide on page 4 and answers on page 11.

Teach • 22 + 18 + 5 = 45 minutes

22 min — Introduce and read: show the cover, invite a prediction, and ask the opening question. Read all story pages aloud with a few brief stops. Explain unfamiliar words as needed.

18 min — Explore and discuss: revisit book pages 8–9 and one country example. Read the four headings on companion page 7. Model B: "This tells what some families do again, so its main focus is a tradition." Read all eight statements aloud. Children write 1, 2, 3, or 4, then explain one choice to a partner.

5 min — Reflect: return to the opening question. Children say, point to, or draw one tradition and explain what it shows about different ways of celebrating. Use the back of page 7 for an optional drawing.

Support, stretch, and no-print choice

Support: compare two categories at a time; reread, point, translate, or scribe. Offer "Some families in ___ ___."
Stretch: compare two traditions using book evidence.
No print: read the statements from your copy; children show category numbers with fingers and explain one choice. Finish with an oral reflection.

Check understanding

Listen for a book example and an explanation that families may celebrate differently. Connect responses to Easter's Christian meaning. A tradition can also be described truthfully; accept reasoned overlap. Do not grade personal belief. The rabbit sentence is an invented teaching example, not a book quotation.

Times are estimates. Allow extra reading or discussion time when needed. This lesson is complete without any optional activity.

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TEACHER GUIDE | BOOK PAGES REFER TO PRINTED NUMBERS

Read Aloud Guide

Is Easter the Same Everywhere?

Before reading

Show the cover. Ask: "What do you notice? What do you wonder?" Introduce the question: "Is Easter the same everywhere?" Explain that the friends learn through an atlas and a photo book. Children do not need to celebrate Easter to learn about it.

During reading | choose a few stops

Pages 6–7, Spread 2: What makes Ralph ask his question? Look for the egg-tree picture.
Pages 8–9, Spread 3: What do Christians celebrate at Easter? What does Ms. Hazel mean by a tradition?
Pages 10–19, Spreads 4–8: Pause at one or two places. What do you notice? Which words or pictures support your answer?
Pages 20–23, Spreads 9–10: Why do the friends choose just one idea? How do they make it their own?
Pages 26–27, Spread 12: How does Ralph's answer connect to his first question?

After reading

Retell the path: question, learning about Easter and five countries, choosing an egg tree, making it, and celebrating together. Ask: "What stayed connected to Easter? What differed among families?" Revisit pages 28–30 for a factual recap.

Words to explain with the book

Atlas: a book of maps. **Tradition:** something people pass on and do again.
Resurrection: Jesus rising to life after death, as Christians believe.
Holy Week: the week leading up to Easter. **Symbol:** something that stands for an idea. **Bilby:** a real animal from Australia.

Respectful discussion

Say "Christians believe..." when describing faith. Do not require a child to affirm a belief or share family practices. Explain that the talking woodland friends are fictional; the country traditions and bilbies are real. Offer a drawing or discussion alternative to any craft; no religious participation is required.

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TEACHER GUIDE | CHOOSE EITHER ACTIVITY INDEPENDENTLY

Optional Retelling and Notebook

Is Easter the Same Everywhere?

These activities revisit the book after reading. Neither is required for the lesson, and they do not form a sequence. Choose one when it fits your class.

Retell the Adventure | about 10–15 minutes

Goal: retell the question, learning, choice, and ending in order.
Book connection: pages 4–27; revisit the question on pages 6–7, the choice on pages 20–21, and the ending on pages 24–27.
Prepare: one page 8 per child and a pencil; no cutting is needed.
Do: read the six captions aloud. Model finding the first event. Children number the pictures 1–6, then retell with a partner using first, next, and last.
Look for: a sequence that connects Ralph's question to the ending.
Support: sequence three events orally first, or point to matching book pages. Accept spoken answers or adult scribing.
No-print choice: use the book pictures for a partner retelling.
Answer guidance: page 11.

My Wondering Notebook | about 10–15 minutes

Goal: connect one chosen idea to its place and to the friends' learning.
Book connection: pages 20–27 and the recap on pages 29–30.
Prepare: one page 9 per child, pencil, and crayons.
Do: revisit how the friends chose one idea. Read the choices on page 9 aloud. Children choose, draw, and explain an idea, then tell a partner how it helps answer the opening question.
Look for: a matching place and idea with a reason linked to the book; artistic skill is not assessed.
Support: offer two pictured choices or record an oral explanation. Children can explore a custom without choosing to celebrate it.
No-print choice: draw on plain paper or point to a book picture and explain.
Answer guidance: page 11.

For children ready for more: explain why the egg-tree choice follows the friends' learning, or compare two ideas while recognizing that practices vary within a country.

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TEACHER GUIDE | CHOOSE ANY ACTIVITY INDEPENDENTLY

Optional Map and Making

Is Easter the Same Everywhere?

Follow Our Atlas Trip | about 15–20 minutes

Goal: locate a country and connect it to an example in the book.
Prepare: book page 31; one companion page 10 per child and a pencil.
Do: model using the numbered key and Europe close-up. Children point to each place, then name one place and its tradition. Explain that the friends explore through books, not by traveling to each country.
Support / no-print: use an enlarged map or book page 31; begin with two places and accept pointing or oral answers.
Look for: a place-and-tradition match. Answers: page 12.

Make a Paper Egg Tree | about 20 minutes

Goal: explain how a design connects to the book.
Prepare: book pages 10–11, 20–23, and 33; plain paper and crayons. For an optional shared display, an adult prepares egg shapes, a hole punch, short ribbon loops, and a fallen twig in a stable container. Adults handle cutting and punching; supervise ribbons and secure the twig.
Do: revisit Germany's example and the friends' paper adaptation. Children decorate paper eggs or draw a tree, then explain one choice. An adult can help hang eggs for a shared display.
Support / no-print: offer large precut shapes, plain-paper drawings, or an oral design plan. No worksheet is needed.
Look for: a connection to Germany's example or the friends' shared work. Guidance: page 12.

Meet a Real Bilby | about 10–15 minutes

Goal: identify one feature of a real bilby.
Prepare: book page 32, plain paper, and crayons; no worksheet.
Do: read the bilby page. Children draw a bilby and point to, name, or label one feature. Discuss how a chocolate bilby differs from the animal.
Support / no-print: point to a feature in the book and explain orally.
Look for: a feature supported by the book. Guidance: page 12.

All times are estimates. Optional Grade 3: use the map to name Guatemala's continent and region, or compare two designs using details from the book.

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STUDENT PAGE | ONE LESSON

Sort the Ideas

Is Easter the Same Everywhere?

Name: _____ **Date:** _____

What is each sentence mainly about? Listen, then write 1, 2, 3, or 4 in its box.

1 Belief
a faith idea

2 Tradition
a shared custom

3 Made-up story
an imagined event

4 World fact
real-world information

A. **Christians believe Jesus rose to life after death.** ☐

B. **Some families in Germany decorate egg trees.** ☐

C. **In a made-up story, a rabbit brings Easter eggs.** ☐

D. **Bilbies are real animals from Australia.** ☐

E. **Some families in Greece tap red eggs together.** ☐

F. **An atlas is a book of maps.** ☐

G. **Some people in Guatemala make Holy Week street carpets.** ☐

H. **Jerusalem is a city.** ☐

Tell a partner why you chose one answer. More than one idea may connect; explain your thinking.

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STUDENT PAGE | OPTIONAL RETELLING

Retell the Adventure

Is Easter the Same Everywhere?

Name: _____ **Date:** _____

Write 1-6 in the boxes. Tell what happened first, next, and last. An adult may read the words.



☐ **The friends learn about traditions in five countries.**



☐ **The friends get ready for Easter.**



☐ **The friends choose a paper egg tree.**



☐ **Ms. Hazel explains what Easter celebrates.**



☐ **The friends celebrate. Ralph answers his question.**



☐ **Ralph asks if Easter is the same everywhere.**

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STUDENT PAGE | OPTIONAL NOTEBOOK

My Wondering Notebook

Is Easter the Same Everywhere?

Name: _____ **Date:** _____

Choose one idea from the book. Draw it. Tell or write why you chose it.

- ☐ **Germany: an egg tree**
- ☐ **Greece: a red-egg game**
- ☐ **Poland: a food basket**
- ☐ **Guatemala: a street carpet**
- ☐ **Australia: learning about bilbies**

My idea connects to _____

I chose this because _____

Tell a partner: How does your idea help answer "Is Easter the same everywhere?"

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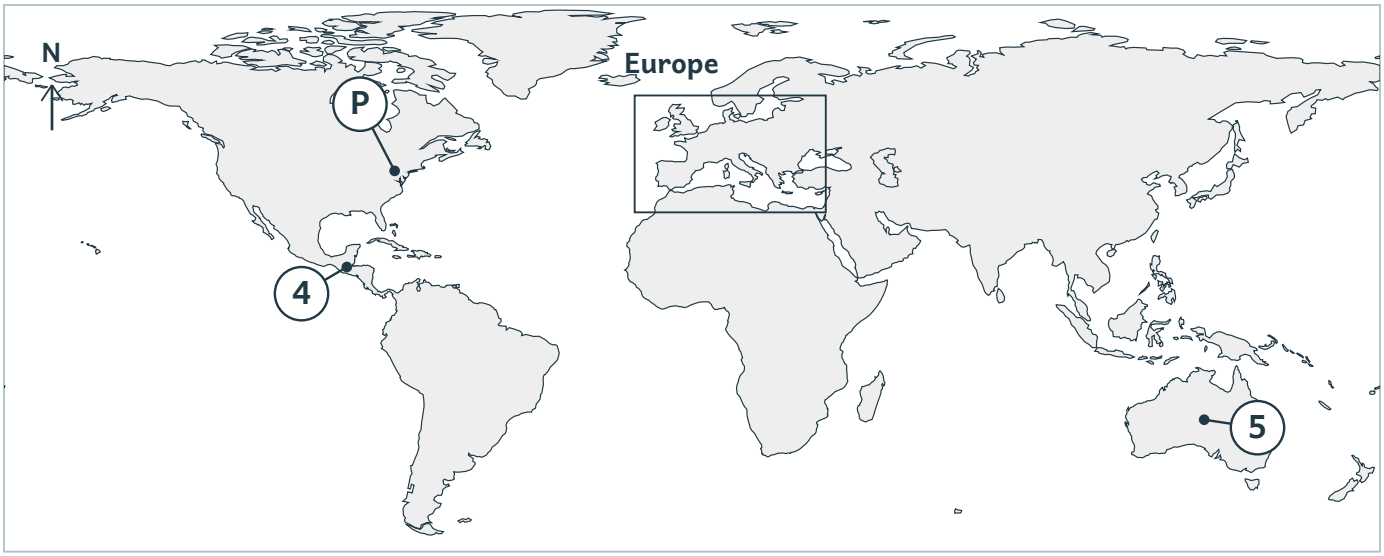
STUDENT PAGE | OPTIONAL MAP

Follow Our Atlas Trip

Is Easter the Same Everywhere?

Name: _____ **Date:** _____

Find each numbered place. Use the key and the close-up of Europe. Point or trace with your finger.



Europe, closer



Key

1 Germany

2 Greece

3 Poland

4 Guatemala

5 Australia

P Pennsylvania, USA

Name one place and its tradition:

_____

Grade 3 challenge: Guatemala is on which continent? Tell which region it is in, too.

Natural Earth land outlines, public domain. Markers show locations, not country borders.

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TEACHER SUPPORT | LESSON AND OPTIONAL ACTIVITIES

Answers and Teaching Notes

Is Easter the Same Everywhere?

Page 7 | Sort the Ideas

Suggested answers: **A-1, B-2, C-3, D-4, E-2, F-4, G-2, H-4.**
A focuses on Christian belief; B, E, and G on customs; C is explicitly an invented story example; D, F, and H report information about the real world.

Important distinction: These are main-focus groups, not four mutually exclusive kinds of truth. A true statement can describe a belief or tradition. If a child calls B a fact because some families really decorate egg trees, acknowledge that reasoning and explain why "tradition" best names the focus. Do not classify faith as a made-up story or claim that the resurrection is experimentally demonstrated.

The rabbit sentence is an invented teaching example, not a documented folktale. A folktale is a traditional story passed down over time; not every made-up story is a folktale. Respect children's family customs.

Page 8 | Retell the Adventure

Read across each row: **4, 1, 5, 3, 6, 2.**
Order: get ready; ask the question; hear Ms. Hazel's explanation; learn about five countries; choose the egg tree; celebrate and answer the question.
The last card combines the celebration and closing reflection. Revisit book pages 24-27. Accept a spoken retelling that includes these events without exact wording.

Page 9 | My Wondering Notebook

Accept any listed choice with a matching place and a reasonable explanation.
Example: "Germany. I chose the egg tree because everyone can add a paper egg, like the friends."
Example: "Australia. I want to learn about bilbies because they are real animals."
A child may draw and explain orally or have an adult scribe. No personal holiday participation is required.

Closing understanding: The Christian meaning and varied traditions both belong in the discussion. A brief child response may focus on one; the teacher can connect it to the larger idea without demanding a memorized answer.

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TEACHER SUPPORT | MAP AND MAKING

Optional Activity Support

Is Easter the Same Everywhere?

Page 10 | Map key and connections

1 Germany: decorated egg trees/branches. **2 Greece:** red eggs and an egg-tapping game. **3 Poland:** food baskets brought for a blessing before Easter. **4 Guatemala:** Holy Week street carpets. **5 Australia:** chocolate bilbies; learning about the real animal.
P: Pennsylvania, USA, the fictional friends' woodland home. The friends explore through books; they do not physically visit all five countries.

Optional Grade 3: In the seven-continent model, Guatemala is in **North America**. **Central America** is its region, not a separate continent in that model. If a child names the region, affirm it and clarify the continent. Germany, Greece, and Poland are in Europe; Australia is both a country and the name used for a continent in this model.

Paper egg tree and bilby drawing

There is no single correct pattern. Look for a stated connection to Germany's example, the friends' paper adaptation, or their shared work. A drawing or oral plan is equivalent participation.
Example: "We used paper eggs like the friends. Germany gave them the idea."
Bilby drawing: accept a feature supported by book page 32, such as long ears, a pointed nose, a white-tipped tail, a burrow, or the mother's pouch.

Likely misconceptions

"Everyone celebrates Easter." No; families have different beliefs and practices.
"All families in one country do this." These are examples used by some families and communities.
"The woodland scenes are photographs of real events." The friends and their dialogue are fictional.
"A chocolate bilby is the animal." One is a treat shaped like a real animal.
"Spring happens everywhere at Easter." The story's woodland is in Pennsylvania; seasons differ around the world.

Skills practiced

Retelling; using words and pictures as evidence; vocabulary; explaining categories; comparing customs; listening; locating places; planning a design. No curriculum codes or formal alignment claims are made. This companion is not a standardized assessment.

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Teacher Background and Sources

Is Easter the Same Everywhere?

Use the book's examples with "some families" or "some communities." The woodland characters are fictional; the traditions below have real-world sources. Religious descriptions identify the community holding the belief.

Easter and its setting

Christians celebrate Jesus' resurrection at Easter. The biblical account includes Jerusalem.

USCCB: Easter; Luke, chapter 24
usccb.org/prayer-worship/liturgical-year/easter
bible.usccb.org/bible/luke/24

Germany

Decorated branches and egg trees are among Easter customs; practices vary.

German National Tourist Board: Spring in Germany
germany.travel/en/inspiring-germany/spring-in-germany.html

Greece

Many families dye eggs red and tap them together as part of Easter celebrations.

Greek National Tourism Organisation: Easter in Greece
visitgreece.gr/en/inspirations/easter-in-greece

Poland

Food baskets are taken for a blessing on Holy Saturday; Easter breakfast is shared on Sunday.

Polish Tourism Organisation: Why is Easter so important for Poles?
meetings.poland.travel/why-is-easter-so-important-for-poles/

Guatemala

Holy Week includes religious processions and temporary street carpets made with materials such as flowers and colored sawdust.

UNESCO: Holy Week in Guatemala; Smithsonian Folklife: Guatemalan Sawdust Carpets
ich.unesco.org/en/RL/holy-week-in-guatemala-01854
festival.si.edu/blog/alfombras-de-aserrin-guatemalan-sawdust-carpets

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TEACHER SUPPORT

Sources, Credits, and Use

Is Easter the Same Everywhere?

Bilbies and conservation

Bilbies are real Australian marsupials. Book page 32 introduces their features and behavior. Some chocolate-bilby sales support conservation; this does not mean every product does.
Save the Bilby Fund: About Bilbies (savethebilbyfund.org.au/about-bilbies/)
Save the Bilby Fund: Bilbies, not bunnies, at Easter!
(savethebilbyfund.org.au/bilbies-not-bunnies-at-easter/)

Geography and map credits

National Geographic Education: North America: Physical Geography
(education.nationalgeographic.org/resource/north-america-physical-geography/)
Land outlines: Natural Earth 1:110m land, public domain. Locations are approximate; the map does not show national boundaries.
naturalearthdata.com/about/terms-of-use/

Book reference

Sheryl Dotson. ***Is Easter the Same Everywhere?*** Magsico Press, first edition, 2026. Story pages 4-27; learning pages 28-36.

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Sources inform factual background; the organizations do not endorse this companion. Activities practice the skills listed on page 12; no formal curriculum alignment is claimed.