

Groundhog Day Worksheet

Groundhog Day is probably not an important day where you live. But it is a big event in Punxsutawney, Pennsylvania! People in Punxsutawney have been celebrating Groundhog Day since 1886. Residents call their town “The Weather Capital of the World.”

On February 2nd every year, people stand outside and watch a groundhog, Punxsutawney Phil, leave his den. If the morning is sunny and Phil can see his shadow, then winter will last for six more weeks. If the morning is cloudy and Phil doesn't see his shadow, then winter is finished and spring will begin soon.

Groundhog Day is based on a German tradition called *Candlemas*. Candlemas is the day halfway between winter and spring. German immigrants brought *Candlemas* to Pennsylvania. In Germany, a badger predicted when spring would come. In Pennsylvania, the immigrants chose a groundhog to forecast the weather in their new home.

1 Read the text.

2 Try to match the words to their meanings.

- | | |
|------------------------|---|
| 1. groundhog | a. someone who moves to another country to live there permanently |
| 2. event | b. someone who lives in a particular place |
| 3. celebrate | c. something important or interesting that happens |
| 4. resident | d. a statement about what <i>will happen</i> in the future |
| 5. den | e. something that is done by people in a particular society |
| 6. base (something) on | f. the home of some animals |
| 7. custom | g. doing an exciting activity to show that a day is important |
| 8. immigrants | h. using a thing (or idea) to develop a new thing (or idea) |
| 9. forecast | i. a small North American animal with thick brown fur |

3 Answer the questions using complete sentences.

1. Why do residents of Punxsutawney call their city “The Weather Capital of the World”?

2. What happens if Punxsutawney Phil sees his shadow?

3. Which German custom is Groundhog Day based on?

4. Why did Germans in Pennsylvania use groundhogs instead of badgers?

Groundhog Day Worksheet Answer Key

1 Read the text.

2 Try to match the words to their meanings.

- 1 i**
- 2 c**
- 3 g**
- 4 b**
- 5 f**
- 6 h**
- 7 e**
- 8 a**
- 9 d**

3 Answer the questions using complete sentences.

1 They call their city “The Weather Capital of the World” because they’ve been celebrating Groundhog Day since 1886.

2 If he sees his shadow, then there will be six more weeks of winter.

3 Groundhog Day is based on Candlemas.

4 They probably used groundhogs because there were a lot of them and there weren’t any badgers.

Title: Groundhog Day Puzzle: Scramble

1 Unscramble the words. Then figure out the secret message.

rbliceaete
 [] [] [] [] [] [] [] [] []
 11 14 2

tneve
 [] [] [] [] []
 5

ietresdn
 [] [] [] [] [] [] [] [] []
 2 13 6

tcoums
 [] [] [] [] [] [] []
 15 4 3

scoreaft
 [] [] [] [] [] [] [] [] []
 10 8 12

nmigamrti
 [] [] [] [] [] [] [] [] [] []
 1 5

SECRET MESSAGE!

[] [] [] [] [] [] H [] [] [] [] [] [] [] [] [] [] [] [] []
 1 2 3 4 5 6 3 1 6 8 10 8 11 11 12 3 5

[] [] [] [] [] [] [] [] Y [] [] [] [] [] []
 10 13 14 2 4 8 2 12 13 15 3 5 6

Author: Jill W. Ortman

Title: Groundhog Day Puzzle: Scramble Answer Key

1 Unscramble the words. Then figure out the secret message.

rbliceaete

C	E	L	E	B	R	A	T	E
		11		14	2			

tneve

E	V	E	N	T
		5		

ietresdn

R	E	S	I	D	E	N	T
2		13		6			

tcoums

C	U	S	T	O	M
15	4			3	

scoreaft

F	O	R	E	C	A	S	T
10				8		12	

nmigamrti

I	M	M	I	G	R	A	N	T
			1				5	

SECRET MESSAGE!

G	R	O	U	N	D	H	O	G
1	2	3	4	5	6	7	3	1

D	A	Y
6	8	

F	A	L	L	S
10	8	11	11	12

O	N
3	5

F	E	B	R	U	A	R	Y
10	13	14	2	4	8	2	

S	E	C	O	N	D
12	13	15	3	5	6

Author: Jill W. Ortman

Groundhog Day Lesson Plan

Learning objectives: Learn the background of an American holiday through reading and speaking activities

Resources: [Groundhog Day Worksheet + Answer Key](#), [Groundhog Day Filler + Answer Key](#),

[Groundhog Day Puzzle + Answer Key](#), [Groundhog Day Game](#)

Preparation Time: 10 minutes

Completion Time: 60 minutes

Skill/Grammar: Reading/Conditional If-clauses

Age/Level: Secondary/High Intermediate

Warm-Up + Presentation – 3-4 minutes

See [Groundhog Day Filler + Answer Key](#).

- Before class, go online and print out a picture of a groundhog. (Note: The website <http://www.hoghaven.com/see.html> has several pictures posted.)
- In class, write the word *groundhog* on the board.
- Ask students to take out a piece of paper and draw what they think a *groundhog* looks like. (Don't give any hints!)
- After a minute or two, ask everyone to hold up their drawings. Then, hold up the picture of an actual groundhog.
- Explain to students that groundhogs are small, furry animals that live underground in the northern United States.

Practice – 40 minutes

See [Groundhog Day Worksheet + Answer Key](#).

- Ask students to read the title of the article.
- Ask if anyone in the class is familiar with this holiday.
- Call on volunteers to say what they know about Groundhog Day.
- Then, give students time to read the text and to complete the first exercise (matching).
- Have students compare their answers in pairs. Call on volunteers to read their answers aloud.
- Last, give students time to finish the short-answer questions. Call on volunteers to read their answers aloud.

See [Groundhog Day Filler + Answer Key](#).

- Go over the rules for conditional sentences (*if* clauses) with the class.
- Write a couple of examples on the board: *If it is sunny tomorrow, then I will go to the beach. If I find a cheap ticket, then I will go to France. (etc.)*
- To make sure students are comfortable with the grammar, have them each write an answer to these two prompts: *If it is sunny on Saturday, then _____; If it is raining on Saturday, then _____.*
- Next, ask students to identify conditional sentences in the text on the **worksheet**.

(Answer Key – The two *if*-clauses in the text are: *If the morning is sunny and Phil can see his shadow, then winter will last for six more weeks; If the morning is cloudy and Phil doesn't see his shadow, then winter is finished and spring will begin soon.* Both are in paragraph 2.)

Groundhog Day Lesson Plan

- Finally, have students complete the **filler** sheet.
- Ask students to check their answers in pairs. Call on students to read their answers aloud.

Wrap-Up – 15 minutes

See Groundhog Day Game.

- **Before class, make** charade cards out of vocabulary from the worksheet (as explained on the **game** sheet.)
- Follow instructions on the **game** sheet.

See Groundhog Day Puzzle + Answer Key.

- Have students complete the puzzle on their own or in pairs.
- Call on volunteers to read the answers aloud.

Title: Groundhog Day Game: Charades



Teaching Notes

- Prepare index cards with words from the lesson (*groundhog, event, celebrate, resident, den, immigrants, forecast, weather, badger, spring, winter*)
- Divide the class into teams.
- Call on a student to come to the board. Give him/her one of the cards.
- He/she must draw a picture of the word on the card.
- If his/her team can guess the word, the drawing student's team receives a point. Note: Alternate teams so that each team has the same number of chances to draw.
- To make the game move faster, set a time limit for guessing.

Title: Groundhog Day Filler Answer Key

2 Complete the sentences. Pay attention to your verb tenses!

Type A

1. If he (see) **sees** his shadow, he (return) **will return** to his den.
2. If they (want) **want** weather information, they (watch) **will watch** the news.
3. If he (ask) **asks** for help, I (be) **will be** happy to assist him.
4. If we (travel) **travel** to Punxsutawney, we (try) **will try** to be there on Feb. 2.
5. If the day (be) **is** cloudy, the groundhog (negative + go) **won't go** back to to his den.

Type B

1. If he (try) **tried** harder, he (succeed) **would succeed**.
2. If I (hear) **heard** the phone, I (answer) **would answer** it.
3. If we (have) **had** more money, we (travel) **would travel** more.
4. If winter (be) **was** shorter, we (have) **would have** more time to run.
5. If you (do) **did** your homework, you (get) **would get** better grades.