



# Woodlane High School

achieving success in a nurturing environment

## Year 9 Christmas Shop

The Year 9 Christmas shop is up and running again this year! Pupils have been completing a Money Matters unit in PSCE. As part of this, pupils have learnt about budgeting and the value of money. The Year 9's have been selling their handmade goods in order to raise money for the school. We have also been looking at how long it will take to save for items on our Christmas Wishlist. Chenai and Farida figured out it would take over three years! They say they'll need to work out other income and think about how much they are saving. We've also been practicing recognising the value of coins.

Miss May has been very impressed by pupils' creativity and thoughtfulness in the process. We may have some real entrepreneurs in Year 9!



"I feel happy about the Christmas shop. It will be a good Christmas shop."  
S

"Learning about money is okay, it's interesting and I'm still trying to understand money and how it works."  
J



## Numeracy challenge

On Tuesday, 3rd November, all year groups spent the morning working on code breaker maths challenges, both in teams and individually. The day started off with a competition between classes to be the first to solve a Maths puzzle in order to win a Head Special.

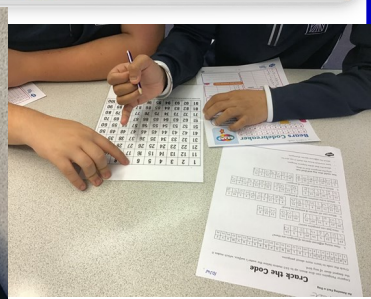
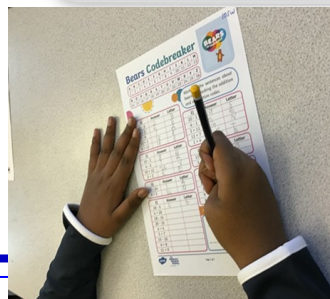
Congratulations to 7KR (three pupils), 7PB (one pupil), 9JJ (one pupil) and 11FW (one pupil) for winning the Head Specials!

Pupils worked together and helped each other to work out the answers. The codes revealed interesting facts about penguins and football!

The Mental Calculations Code Breaker was particularly challenging, as pupils had to apply their maths skills to solve them.

Thanks to Mr. Patel for organising our numeracy challenge activities!

<b>7KR vs 8EA</b> $D + E = 4 + 5 = 9$	<b>9MU vs 10SW vs 11FW</b> $H - C = 8 - 3 = 5$																										
<b>CODEBREAKER CHALLENGE</b>																											
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<b>7PB vs 8SI</b>	<b>9JJ vs 10SP vs 11RF</b>																										



# Online learning

This term, three out of five year groups at Woodlane High School have been forced to isolate due to outbreaks of the covid-19 pandemic. Despite their two week absence from school, pupils still accessed their education using remote learning via *Microsoft Teams*. These live lessons proved to be a success as the pupils that were isolating engaged in a variety of fantastic lessons assembled and delivered by their teachers.



**Although some pupils toiled to access the live lessons, all pupils successfully completed the work which was designated on the school's accessible digital portal, *Firefly*.** Furthermore, the pupils also received a regular phone call by members of staff and this provided the pupils with the opportunity to express any concerns or ask any questions. Here are some comments made by some Year 8 pupils, who were among those that were the first to

isolate:



N, 8SI- I was able to complete all of the work that was set by my teachers.

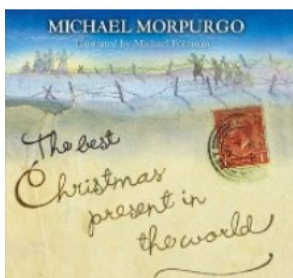
J, 8EA- I enjoyed online learning. I found it very fun to learn from my computer and see my friends.

A, 8EA- Personally, I did not enjoy online learning but it worked because I was able to complete all of my work.



Thank you to all the staff and parents who did a fantastic job in ensuring that the pupils at Woodlane accessed their education, despite this disruption. We are extremely relieved that all of the pupils and staff are safe and are back at school to celebrate the end of term in the upcoming week.

## Christmas reading suggestions

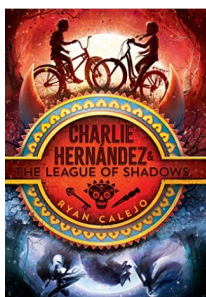


The best Christmas present in the world: This is a beautifully-illustrated picture book suitable for older children and even for adults. The book tells the story of a letter found in an antique desk by a man who sets out to return it to the lady to whom it was written. The letter was written in the trenches of World War I by a young man to his wife. In the letter, the man tells the story of what happened between the German and the allied soldiers on Christmas Eve in 1914.

Front desk: This is a must-read that will warm your soul. Mia Tang is not like other girls. For one she lives in a motel and manages its front desk. Also, her parents hide immigrants in the hotel and her family could be in a universe of trouble if they're ever caught. Mia wants to be a writer, but her mother won't allow it. This is Mia's story of her secret life. Your child will learn a bit about immigration and will be encouraged to follow their dreams.



Charlie Hernandez and the league of shadows: It follows a young boy named Charlie Hernandez who loves his Latin American culture and heritage. Although he enjoys the folklore, he has no faith that any of his culture's magical tales are true. Until he begins to experience them for himself. He finds himself right in the middle of a mystical war between light and dark. With the help of his crush and his grandmother's stories, he has to save his parents, himself and the world. Your child will find this unconventional story exciting and different.





# National Parliament Week Morning

As part of Woodlane's continued focus on British values pupils, spent the morning working on activities related to Parliament and how the government works. Classes were with their form tutors completing a variety of tasks in order to gain more understanding of our systems of government, understanding positions of power and how to lawfully refute government decisions.

**Nurture class:** Nurture learned vocabulary about UK parliament. The learnt about significant events in the history of UK law, such as the signing of the Magna Carta (1215), the first written constitution in Europe, and Women's Suffrage (1918).

**7KR, 7PB, 8EA and 9MU** built miniature models of the Houses of Parliament and Elizabeth tower (Big Ben). They also did some impressive drawings.

**7KR, 7PB, 8EA and 9MU** read a story about a class that went on a school trip to the Houses of Parliament, who learned a lot about what happens there. Perhaps when Covid19 is no longer a problem, the pupils will be able to go there themselves. For now, we can stick to watching Prime Minister's Questions for an insight into what goes on in Westminster.

**8SI** learned that MPs cast their vote by dividing into two corridors called "voting lobbies." They gave the phrase "vote with your feet" a new meaning, by literally voting with their feet. Here, they voted for the statement "Dogs are better than cats." (2 - Aye, 6 - No) They prepared and presented clear and logical arguments about causes they cared about, in the form of vlog posts. Many interesting topics were discussed, such as the rehoming of rescue dogs, the impact of lockdown on schools, how the fashion industry could support people in poverty, tackling air pollution, and funding grassroots sports. There was also a lively discussion about the cost of games consoles.

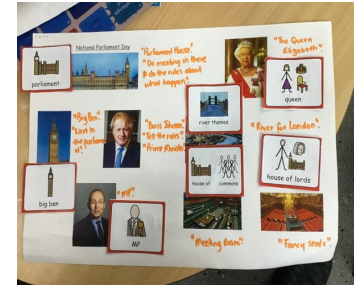
**9JJ-** 9JJ made bold and persuasive placards on national and global issues, such as lockdown and the Coronavirus regulations, compulsory school uniform, tube strikes, racism and the environment. Will we soon be seeing them marching around the one-way system with these?

**10SW-** 10SW held an intense debate on the following topic: "Should you be over 18 to have Facebook?" Two pupils presented their arguments from either side of the classroom, and the rest of the class voted and gave their opinions, just as it is done in Westminster, but perhaps the pupils were more civilized than our politicians can be sometimes. The final outcome was that the majority voted that yes, you should be over 18 to have Facebook. One particularly free-spirited voter simply voted for "chocolate."

**10SP-** 10SP thought deeply about the issues in their local area that concern them, by drawing mind-maps of local amenities and writing letters to the local MP for Hammersmith and Fulham, Andy Slaughter. They wanted to see more being done to tackle homelessness and poverty, better mental health services, more support for people with special needs, the NHS and the economy, less violence and police brutality, and cheaper and cleaner public transport.

**11FW** filmed a news broadcast about the availability of free school meals during lockdown. The pupils had a great time performing an interview of a mother, with her children and their grandmother about the devastating impact this had on the family. One vocal petitioner gave a persuasive presentation on why school meals should be available at home during lockdown, and thanked Marcus Rashford for his campaign for free school meals.

**11RF** painted some entertaining and creative pop art portraits of famous US politicians, which, at the time of the US elections, is very thematic. Other politicians also featured in this collection are Angela Merkel (Germany Chancellor) and Kim Jong-Un (Supreme Leader of North Korea).



# Think it or say it?

A child with special educational needs may have a learning problem or disability that make it more difficult for them to learn than most children their age. They may have problems with schoolwork, communication or behaviour. Some of our pupils at Woodlane have trouble filtering their thoughts from their words so, anything they are thinking may get said out loud. A strategy that we have been trying to use throughout school is 'Think it, don't say it'.

We have been trying to teach these pupils what types of information should be said aloud and what information we should keep in our head. Pupils sometimes need reminding that your honest thoughts can sometimes hurt other people's feelings. Pupils often need an explanation that sometimes you can say some things out loud, but only to certain people or depending on how it is phrased.

## Pupils will need adult support to identify:

- When it's okay to say a thought out loud and why
- When it's not okay to say a thought out loud and why
- What to do when you are unsure if you should say it out loud

## For example:

Say it

Helpful comments

Compliments

Positive and respectful comments

Sincere questions that are not embarrassing

or personal

Helpful and relevant facts

Things that make others feel comfortable

Personal opinions that are respectfully presented

Think it

Insults

Negative or disrespectful comments

Comments about physical appearance

Personal questions

Facts that are off topic

Gossip

Comments about race or politics are

often off putting

Personal opinions represented in a disrespectful way

Personal opinions represented in a disrespectful way

# Attendance Update

At Woodlane we feel that pupils should be attending school regularly in order to get the most out of their education. All pupils should be aiming for 98% attendance with the expectation that they will also arrive on time for school everyday.

All for one gift cards have been awarded to all pupils who have managed to achieve an **outstanding 100% attendance** this term. This is particularly impressive during Covid! These pupils are:

## KS3

T	NC
A	7PB
S	7KR
C	7KR
A	7KR
I	7KR
A	8EA
I	8EA
N	8SI
R	8SI
F	9MU
J	9MU
J	9MU
S	9MU
M	9JJ
B	9JJ

## KS4

Q	10SW
H	10SW
K	10SW
K	11FW
J	11RF
T	11RF
Z	11RF



# Chocolate bark recipe

## Ingredients:

700 g dark chocolate chips, melted  
50 g salted pretzels, roughly chopped  
40 g dried cherries  
20 g unsweetened coconut flakes  
25 g unsalted pistachios, roughly chopped  
Flaky sea salt



## Directions:

- 1) Line a baking tray with parchment paper. Pour a third of the melted dark chocolate onto prepared baking tray and use an offset spatula to spread into an even layer.
- 2) Evenly sprinkle with half the pretzels, cherries, coconut, and pistachios.
- 3) Pour over remaining melted dark chocolate and spread to evenly cover ingredients.
- 4) Evenly sprinkle with remaining pretzels, cherries, coconut, and pistachios. Garnish with flaky sea salt.
- 5) Let bark cool until set, 1 hour, then break into pieces. Store bark in a sealable container until ready to eat.



# Meet our new Food Technology teacher



'Hello! I am Mrs Prothero. I joined Woodlane High School after the Autumn half term break. My interest in cookery takes many forms. I enjoy practical work with a class, whatever their level of ability. I love to see the enthusiasm of the students and their pride in their achievements. I find it fascinating how often food is in the news, whether in the context of nutrition, economics or technology, and sharing these with my students. Away from work I like cooking for friends and family, and trying out new ingredients and techniques.

I have two cats, Heston and Delia, named after celebrity chefs.'

## Simple Science: Can You Undo Pollution?

Have your child attempt to clean "oil" from an "ocean."

### Prepare the following:

1. Create a mock "ocean" in a container. Use a leak-proof container such as a roasting pan that is wider than it is deep to provide a large water surface area. Fill the container half full with water.
2. Prepare "oil" by mixing 1/4 cup of vegetable oil with about 1/2 teaspoon cocoa powder.
3. Have some paper towels and a clear plastic cup or glass on hand.
4. Gather a selection of materials that your child can use to try to clean the oil from the water. Suggestions: cotton balls, sponges cut in small pieces, egg cartons, paper towels, toilet paper, fabrics, feathers, fake fur, coffee filters or muffin liners, chenille stems, plastic spoons and knives, small plastic and/or paper cups, foil, wax paper.

Have your child pour the "oil" into their "ocean" and observe the oil and water for a minute or so. Then, give them time to try cleaning up the oil spill in their ocean with each material and to record their observations.

**Safety Note:** Dispose of the oil and water mixture by pouring it in a planted area. Do not pour it down a drain.

Have a discussion about the oil cleaning experience.

For example, they may notice that one particular material was the most absorbent, or that trapping the oil in one area first allowed them to remove more of it from the water. Discuss their ideas for cleaning a real crude oil spill. Talk about how oil in the ocean affects the environment. For example, it harms and kills fish and other animals, such as sea birds, seals, and otters.

Worksheets to accompany this activity can be found here:

<https://thinkearth.org/images/zdocs/TEF-CanYouUndoPollutionHome.pdf>



# Year 7 Transition Day

Just a few weeks into term, the Year 7s braved our new online learning world and performed a presentation to parents waiting eagerly at home to see what had been going on at their children's new school! Everyone in 7KR and 7PB worked incredibly hard to put together some beautiful slides to present, filled with information about their favourite subjects, what they've been studying, who their teachers are, and what work they are most proud of!

Here are what some of them had to say about their presentation once they had finished:

I was nervous but after I did it, I felt really proud!  
T, 7KR

I liked working on my presentation and making it look really good!  
T, 7PB

It was a bit scary, but I liked the applause at the end!  
I, 7KR

The parents were thrilled to see such courage and had really positive feedback. It can be very nerve-wracking to present in front of others, but each pupil showed brilliant resilience and excellent speaking skills – Well done Y7!

## What have we been doing in year 7?

English, Maths, Drama, Art and tutor time with Miss Roberts



**7KR gave an assembly on the theme of 'happiness' which they prepared themselves**

**7PB planned, rehearsed and delivered speeches to their class on their favourite book**

**7PB used the outdoor space to explore the links between maths and nature**

**7KR did a treasure hunt in the garden to investigate number and shape**

**Other topics:**

- Addition and subtraction
- Number bonds
- Stories and fairytales
- Myths and Legends
- Skilled speaking
- Zones of Regulation
- Social skills
- Superheroes

## Maths at home: Fractions and percentages

Sweets are probably the tastiest way to learn about fractions!

Pour out some Smarties, Skittles or equally colourful treats onto a plate (feel free to 'taste-test' a few before you begin!). You can also do this with a family-size bar of chocolate broken into squares.

Ask your child questions about fractions, encouraging them to move the sweets as they answer to help them visualise proportions in action. You could ask questions along the lines of:

- Can you divide the sweets into thirds?
- What proportion of the sweets are blue?
- If I eat 3 sweets, what fraction of the sweets do I now have?

When you're nearing the end of your questions, ask your child to divide the remaining sweets equally among the family. The final stage is the most important – eating them!

\*You could also use a healthier alternative like cheerios!



# Black History Month

Written by: Tracey

This year we celebrated Black History Month throughout the month of October, by presenting assemblies each morning through teams.

Firstly I chose the topics which we would cover. There is such a wide range of subjects to get the pupils interested and thinking about race and culture. Topics included: the Windrush generation, poetry, food, famous black scientists and famous artists who are not well known.

Each topic was delivered by a member of staff. It was a knowledgeable and interesting experience for both the adults and the children of Woodlane; a chance for all to learn about a different culture which is not currently covered in the curriculum.

A big thank you for all the positive feedback from the staff and children.



## Mountain of paperwork?

Is EHCP paperwork piling up? Can you find the documents you need? Feeling overwhelmed?

We can help you get up to date and on top of that paperwork!

Perhaps you need a new copy of your child's most recent EHCP or Annual Review report or maybe you want some help in making sense of all the jargon or help to get the EHCP changed.

We'd like to help, so please do contact Mrs Kuotola (Mrs K) for a telephone call or online chat.

## Annual Review News

Thank you to all parents and carers for joining Annual Reviews this term. It's been unusual times for us all but you have been marvellous at adapting to online and phone meetings.

We are hoping to complete Year 9s and 11s by early Spring so that we can start on Year 8s and 10s in Spring and 7s in Summer.

Invitation letters are sent home approximately a month in advance to advise you of your date. Please do RSVP to us as soon as possible if this date is not suitable. We then follow up with a reminder phone call and email with the School's Annual Review Report and a Teams Online meeting Link. Do keep us posted of any changes of email, phone number or Internet connection problems so that we can do our best to contact you successfully.



# Mental Health Theme Day



On Thursday December 3rd pupils participated in our Mental Health Theme Day. We had a variety of workshops running throughout the school day to teach pupils about resilience and positive mental health strategies.

Some of the sessions included:

**Drama-** An absolute pupil favourite! Pupils were taken out of their comfort zone to participate in some activities linked to helping them identify how they feel when put into spotlight.

**Positive Thinking-** This aimed to teach pupils about growth mindset vs. having a fixed mind set and how thinking positively about ourselves and our abilities can change the way we see everyday experiences.

**Changes-** This session was used to help pupils think about different types of change and how it can impact us like changing schools or getting a new haircut. Pupils were given strategies to cope with change in our lives.

**What is mental health?-** Pupils explored what mental health is, looking at both the positive and negative side and helped identify some strategies they could use when their thoughts are becoming negative.



**Body image-** This session was aimed at helping pupils understand that the images we often see on TV or Instagram are not always real. It also highlighted the importance of taking care of ourselves and being positive about our own body image.

**Choice, control and consent-** Pupils were learning about autonomy and how they have control over their own bodies. Pupils explored strategies to support themselves when others challenge their own self-belief and learnt about respecting ourselves and others personal space.

**Mindfulness-** Pupils spent the end of the day in their form rooms completing mindfulness activities.



Pupils thought of a variety of strategies to support themselves:

- Talking to someone
- Being kind
- Loving themselves
- Play games
- Read a story
- Colouring
- Exercise
- Eat a balanced diet

**The events of this year have brought mental health to the forefront of people's minds as we all tried to cope and manage through this pandemic in the best way we knew how.**

**If you need or anyone you know is having mental health difficulties during this period please remember that asking for help is okay.**



# Virtual sessions

The closing weeks of term at Woodlane High School have seen an array of exciting extra-curricular talks and workshops being delivered to students of History. Although taking a slightly unusual format due to COVID restrictions, pupils from almost every year group have enjoyed a virtual talk delivered by actors and experts in the fields of History covered this term. Technology has thankfully been kind to us and we have been able to enjoy the \*almost\* authentic experience of welcoming guest speakers to the school to provide pupils with an insight and engagement to History beyond their usual lessons. Earlier this month, year 7s were paid a visit by "Harold Godwinson", the powerful English noble who was seeking to seize the English throne after the death of Edward the Confessor. Despite "Harold's" most convincing pleas, the class reached a decision that it was indeed William of Normandy who was best suited to take the throne in 1066, leaving our 954-year-old visitor from the past somewhat miffed but respectful of their decision nonetheless.



Pupils from year 9 discover the horrors of trench warfare with David Railton.



Meanwhile, pupils from years 9, 10 and 11 have enjoyed three virtual workshops from a social enterprise called The Black Curriculum, the aim of which is to explore with and demonstrate to pupils the contributions to British history of black and ethnic minority groups, many of which are still overlooked in our conventional historical narratives and textbooks. Pupils have been able to learn about Henry VIII's black trumpet player who was bold enough to demand (and be granted) a doubling of his salary, such was the respect held for him in court! Casting their eyes even further into the past, students have found out about 'The Ivory Bangle Lady', the skeleton of whom was found in York, dating back to the time of the Romans. Archaeological examination showed that the body was likely of north African descent, further demonstrating to pupils that the presence of myriad ethnic groups on the British Isles is not something which has emerged only in recent years, as can so often mistakenly be claimed.

Finally, pupils in year 9 have had their hard work studying World War One since September rewarded with a virtual visit from the renowned "David Railton", who served both as a priest and soldier in the Great War. Students have been able to learn first-hand about the desperate misery of living in the trenches, discover the story behind the famed Grave of the Unknown Warrior in Westminster Abbey, and have their own questions about life during World War One answered.

COVID-19 restrictions have continued to disrupt the school's ability to offer a full range of extra-curricular activities and experiences, but the closing weeks of term have shown that opportunities can still be created, not least due to the wonders of technology. The pupils themselves have demonstrated exemplary engagement with these virtual sessions and, despite sessions not being in the form they may be used to, also proved their ability to adapt and rise to challenging circumstances, doing Woodlane High School proud in the process.

Year 10 pupils during The Black Curriculum's session on migration.



Year 7 pupils conferring with Harold Godwinson over who should be the next king of England in 1066.



# Project 2020

This term we have focused on celebrating the positives that we have experienced from this year during the pandemic. Although this has been a challenging time, we as a school wanted to focus on some of the iconic and memorable experiences that we have shared as a society. The Black lives matter movement, clapping for the NHS, spending extra time with family, home working and learning are just some of the iconic moments of this year. At Woodlane we came together to create bespoke Art works inspired by 2020. Pupils worked together in their bubbles in designing and producing these pieces to express gratitude for the moments and experiences we are thankful for.

Year 10 and Year 11 worked with Mr Freitas and produced the below series in celebration of 2020. Our 2020 collage was created by Year 10 using highlighted newspaper articles, headlines and propaganda from this year. Pupils used spray-paint to imprint the infamous '2020' title.

'The new normal' inspired by the Mona Lisa and Jackson Pollock. Year 11 combined the work of Leonardo Da Vinci and Pollock to create what is very much the new normal in society. Pupils used acrylic and ready-mix paint to create the expressive, yet refined curation of canvases.

Thank you NHS- The iconic rainbow which represents the relentless work and commitment from our NHS this year was created using spray paint and acrylic markers. This work is now on display around the school building.





# Message from the Head

Dear Parents/Carers,

What a year we have had! At the end of the Autumn Term last year, Miss Maynard wrote to you in our newsletter, praising pupil progress, celebrating the outcomes achieved by our Year 11s and as a school we were very much looking forward to another successful year.

Back then, words and phrases like Coronavirus, Covid and social distancing were completely unknown to us. Who would have thought that we would now be using them hundreds of times a day, or that there would have been so much disruption to all of our lives?



Thankfully, despite the many challenges, we have been able to keep smiling throughout. We continue to celebrate pupil achievement and reward effort throughout the school. Attendance has been excellent, with almost all pupils attending whenever they were able. I want to say a huge thank you to all the staff who have worked so hard over the last year ensuring that school remains a safe and happy place for all pupils to attend. An equally big thank you is due to pupils and parents for supporting our Covid measures and ensuring that even in the most difficult of times, we have remained open.

Pupil progress in the Autumn Term has been excellent and all pupils have had lots of opportunities to 'catch up'. Pupils are beginning a series of targeted interventions designed to support identified areas of lost learning, and provide opportunities that were missed during last summer's closure. Year 11 results last year, despite the disruption, were outstanding with some of our highest ever levels of achievement.

- The overall percentage of pupils who meet and exceed their expectations in qualification subjects has increased by a further 2% to 96.3%.
- 72% of pupils achieved at least one grade above their expected qualification outcome.
- 100% of pupils met their expected outcomes within 8 subjects – English, Art, DT, PE, Computing, French ASDAN and vocational studies.

Over the next term, we are crossing our fingers that we can start to get back to doing the things we enjoy at home and in school. At Woodlane, we will continue to focus on the work that evidence tells us makes the greatest difference to pupil progress. Year 11 will be hoping to take part in work experience (February) and GCSE mock testing (January). Year 9 will make their qualification option choices at the end of the term, and we will host our KS4 parents evening in late March. Updates will be provided early in the Spring Term as to how parents evening will function. We also hope to invite parents to our first parent governor conference in January which will take place remotely.

We know Covid will remain part of our lives for a little longer, and our measures to prevent infection in school will stay in place for now, but we are very hopeful for a more positive 2021. Please ensure you continue to follow the advice and guidance regarding Christmas published by Government, but don't hesitate to contact school throughout the break if you have any questions or concerns.

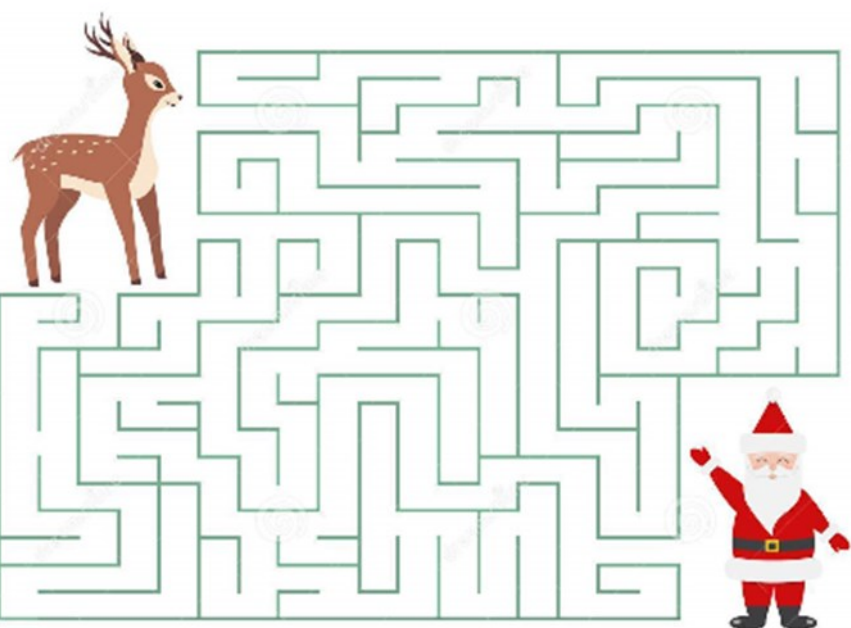
I hope you and your family have a wonderful break and we look forward to seeing you all in the New Year.

Best wishes and Happy Christmas,

Tim Heapy  
Interim Headteacher

Term Dates for the Spring Term	
<b>INSET:</b>	Monday 4 <sup>th</sup> January (staff only)
<b>Term Begins:</b>	Tuesday 5 <sup>th</sup> January
<b>Half Term:</b>	Monday 15 <sup>th</sup> February – Friday 19 <sup>th</sup> February
<b>Term Ends:</b>	Wednesday 31 <sup>st</sup> March (1pm)

# Christmas games



## Christmas Word Scramble

Instructions: Unscramble the letters to find the words from the list below.

ehslgi	_____
ryemr	_____
cisnoktg	_____
trweha	_____
itwren	_____
deenerri	_____
lhtsig	_____
etre	_____
atans	_____
elsve	_____

### Word List

elves	sleigh
lights	stocking
merry	tree
reindeer	winter
santa	wreath



## Christmas Word Search



CANDY CANE  
CAROLS  
CHRISTMAS  
DECEMBER  
ELVES  
GINGERBREAD

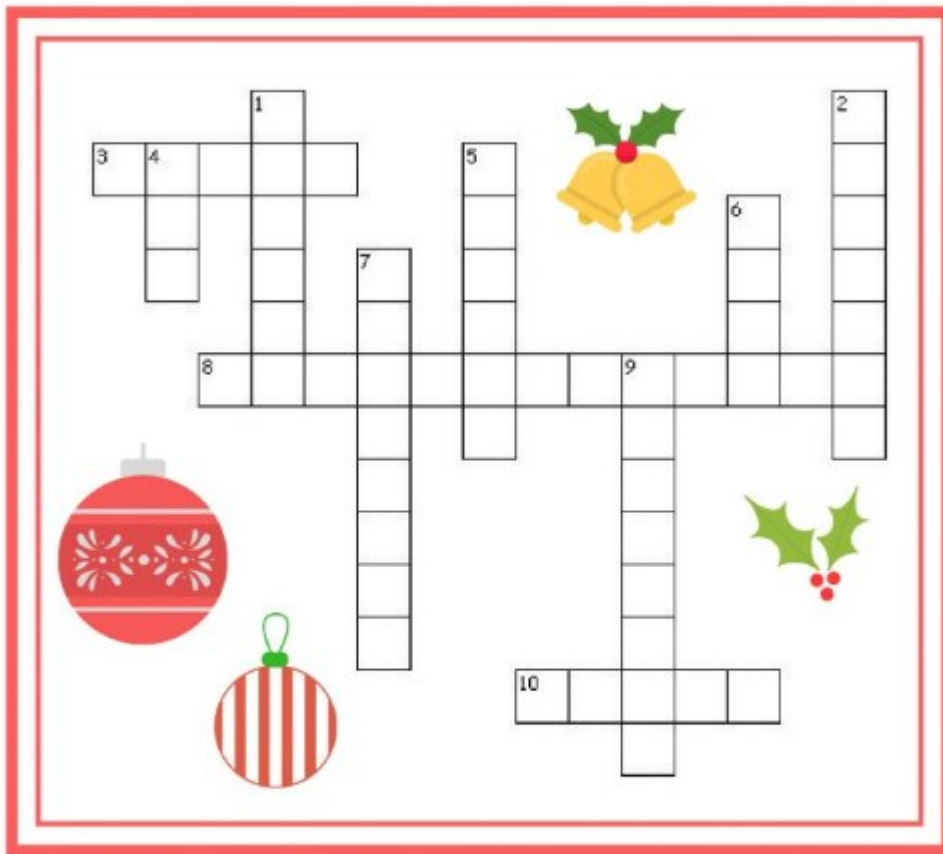
HOLLY  
LIGHTS  
MERRY  
NORTH POLE  
ORNAMENTS  
PRESENTS

SANTA  
SLEIGH  
STOCKING  
TREE  
WINTER  
WREATH

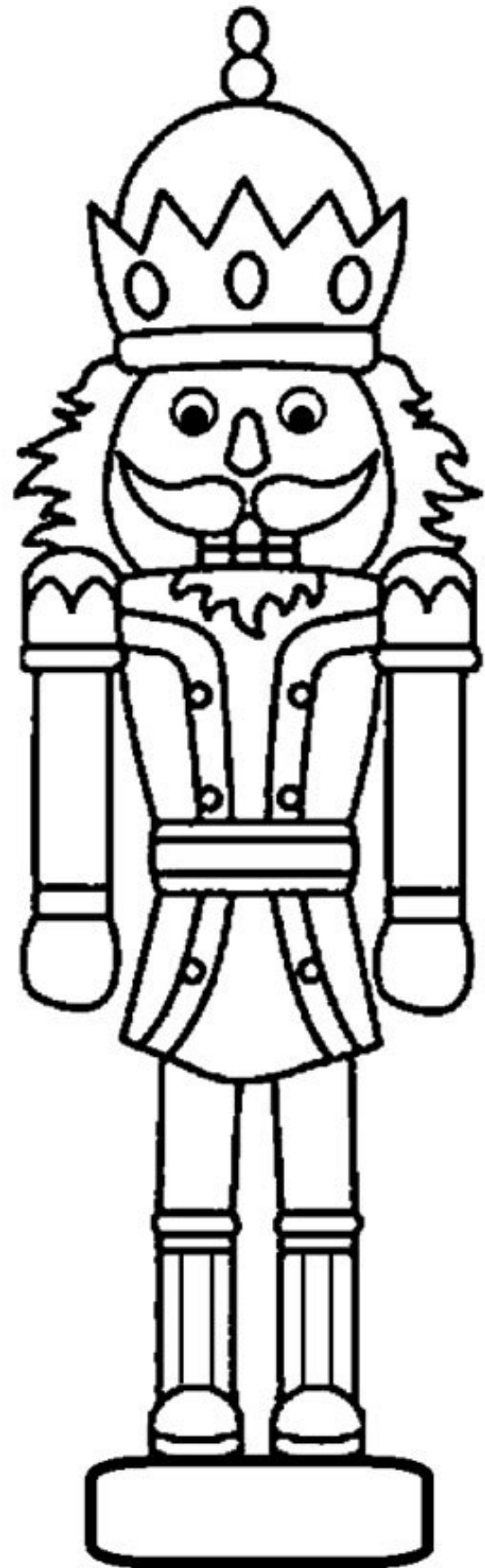




# CHRISTMAS CROSSWORD



1. What does Santa Ride In?
2. Santa Likes To Eat \_\_\_\_
3. Jingle \_\_\_\_
4. I Help Make Toys
5. You Hang This On The Door
6. Goes On Top Of The Tree
7. What Animal Is Rudolph
8. What Do You Decorate With Ornaments?
9. Santa Fills These With Presents
10. I Have A Jolly Laugh



Why was the turkey in the pop

Because he was the only one with  
drumsticks!

