



Rain on the Roof

Activity – I: Pre-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

think imaginatively and creatively.

Speak fluently and accurately.

Time Required: One period

Procedure:

1. Students think of their mothers.
2. They write and then speak a sentence each on the following:
 - a) One thing they admire the most about their mother.
 - b) One thing that their mothers do, which they like.

Assessment Criteria:

Content

Fluency and accuracy

Creativity

Feedback:

After reading the poem students infer the meaning of unfamiliar words and phrases using contextual clues.

Activity – II: Pre-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

learn basic elements of a poem, eg, rhymes, images etc.



enhance vocabulary, understand it and use them appropriately.

express ideas and thoughts in a poetic form.

understand how poetry can relate to their personal life.

Time Required: One period

Procedure:

1. The teacher and students brainstorm ideas for the poem 'Mother'.
2. The teacher divides the class into pairs.
3. Students to write down their ideas.
4. Students read the poem again, if required.
5. A student from each pair presents their poem.

Assessment Criteria:

Relevance

Coherence of ideas

Appropriate language

Originality and creative expression

Feedback:

The teacher guides the students, if required.

Activity – III: While-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

infer the meanings of unfamiliar words using contextual clues.

use the words appropriately.

Time Required: One period

**Procedure:**

1. One of the students read the poem aloud.
2. Another student to re-read the poem more slowly.
3. Students try to infer the meanings of the following words/ phrases:

| | |
|----------------------|-----------------|
| a) Humid shadows | f) Fancies |
| b) Hover | g) Echo |
| c) Starry spheres | h) Recollection |
| d) Melancholy | i) Refrain |
| e) Patter and tinkle | j) Shingles |

4. The students discuss the words and meanings in the class and read the poem once again.
5. The students complete a worksheet to match the words and their meanings as they appear in the poem.

Assessment Criteria:

Correct answer

Feedback:

Teacher helps the students to use the words appropriately, where required.

WORKSHEET

| Table A | Table B |
|----------------------|----------------------------------|
| 1. Humid shadows | a. Repeated sound (here of rain) |
| 2. Hover | b. Float over |
| 3. Starry spheres | c. Sad |
| 4. Melancholy | d. Tile or slate on roof |
| 5. Patter and tinkle | e. Sound heard again (and again) |
| 6. Echo | f. Sound made by water |
| 7. Fancies | g. Planets and stars |
| 8. Recollections | h. Memories |



| | |
|--------------|---------------------|
| 9. Refrain | i. Wishes/ Thoughts |
| 10. Shingles | j. Black clouds |

Expected Answers

| Table A | Table B |
|----------------------|--|
| 1. Humid shadows | j. Black clouds |
| 2. Hover | b. Float over |
| 3. Starry spheres | g. Planets and stars |
| 4. Melancholy | c. Sad |
| 5. Patter and tinkle | f. Sound made by water |
| 6. Echo | e. Sound heard again (and again) |
| 7. Fancies | i. Wishes/ Thoughts |
| 8. Recollections | h. Memories |
| 9. Refrain | a. Repeated sound (here of rain) in a poem |
| 10. Shingles | d. Tiles on roof |

Activity – IV: Post-Reading

SKILL AREA: WRITING/SPEAKING

Learning Outcomes: The students will be able to

- understand the key areas of the lesson taught.
- speak fluently and accurately.

Time Required: One period

Procedure:

- The teacher
 - divides the students into groups of four or five, as per their seating arrangement.
 - allots one stanza to each group.
 - instructs the groups to discuss the stanza and prepare notes for the following question:



(a) If the poet were to 'speak' his thoughts in prose what would he say?

instructs one group representative to bring out the poet's thoughts, using first person narration.

2. Other groups give their observations and suggestions.

Assessment Criteria:

Inclusion of all the points in the stanza

Use of the images effectively

Effective use of language

Feedback:

If some of the images have not been clearly understood, the teacher to initiate a discussion.

Students could be asked to identify the lines they like the most and read them aloud. They may also be asked to share/explain why they like these lines.

Activity – V: Post-Reading

SKILL AREA: LISTING / READING / WRITING

Learning Outcomes: The students will be able to

personalize the experience they have read about.

learn to write a letter using suitable format and style.

Time Required: One period

Procedure:

1. The teacher instructs a student to read/listen to the following poem.

Best Mom Award

<http://www.poemsource.com/mother-poems.html>

For all the things I didn't say,
About how I felt along the way--
For the love you gave and the work you've done,
Here's appreciation from your admiring son.

You cared for me as a little tot,
When all I did was cry a lot,



And as I grew your work did too--
I ran and fell and got black and blue.
I grew some more and it didn't stop;

Now you had to become a cop,
To worry about mistakes I'd make;
You kept me in line for my own sake.

I got older, and the story repeated;
You were always there whenever I needed.
You guided me and wished me the best,
I became wiser and knew I was blessed.

So, for all the times I didn't say,
The love I felt for you each day,
Mom, read this so you can always see
Just how much you mean to me.

Mom, Thanks for everything!

- Karl Fuchs

2. The students write a short letter to their mothers, expressing their love and gratitude. The ideas contained in the poem could be used in the letter, along with their own.

Assessment Criteria:

- Content relevant
- Originality of ideas
- Effectiveness of language

Feedback: The teacher helps students to comprehend the poem, if required so.

Activity – VI: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

- share their personal experiences
- express themselves fluently and accurately.



BEEHIVE

FORMATIVE ASSESSMENT

Time Required: One period

Procedure:

1. A discussion on the topic 'A Rainy Day' is initiated by the teacher.
2. After the discussion, the teacher instructs the students to write a diary entry on their experience of the day. (80-100 words)
3. Some of the best diary entries could be read out.

This activity could be a part of the portfolio.

Assessment Criteria:

Relevance

Appropriate description of the incidents

Coherence

Fluency and accuracy

Originality and innovativeness

Feedback:

Common expression errors can be discussed in the class.

Students to be encouraged to edit their own work.

Activity – VII: Post-Reading

SKILL AREA: WRITING

Learning Outcomes: The students will be able to

draw comparisons between two different objects/people/processes etc.

to reflect and analyse with a broader perspective.

express their ideas and views convincingly.

Time Period: One period

Procedure:

1. The teacher asks the students to write certain qualities of their mother in one column and about rain in the other column



eg. 'My mother is like the rain which showers happiness to all'.

(Write about 10 qualities for each)

| Qualities of Rain | Qualities of mother |
|-------------------|---------------------|
| showers | gives happiness |

- The teacher instructs each student to use these as hints and construct their own sentences.
- Students compile the information in the form of 80-100 word paragraph.
- The teacher asks some of the students to present their writing.
- All the work is evaluated by the teacher.

This activity can be taken as part of the students' portfolio.

Assessment Criteria:

- Relevance
- Fluency and accuracy of expression
- Coherence
- Use of innovative ideas
- Able to compare and contrast

Activity – VIII: Post-Reading

SKILL AREA: SPEAKING

Learning Outcomes: The students will be able to

- understand how animals spend their time on rainy days.
- speak fluently and accurately.
- compile the data and draw conclusions.
- present ideas in a concise and coherent manner.

Time Required: Two periods



BEEHIVE

FORMATIVE ASSESSMENT

Procedure:

1. The teacher divides the class into groups of five and students select one animal/bird and find out how they spend their time during rainy days.
 - (a) Name of the animal/bird
 - (b) Country/place it belongs to
 - (c) Characteristic features
 - (d) How it spends its time during the rainy days. (hibernation period)
2. The group leaders distribute the work amongst themselves, each taking up one aspect of the project and then compile their findings.
3. Students collect relevant information from various sources available.
4. Illustrations are encouraged.
5. The best project is presented to the whole class.

This activity could be used for grading as part of students' portfolio.

Assessment Criteria:

Content

Research

Organization- clear introduction, development of ideas and conclusion

Accuracy and fluency of expression

Feedback:

The teacher assists the students and assesses the work.