

LESSON 1



SEASONS ARE FUN

The first lesson in this book is a simple poem which will appeal to children. The paragraph below is for the teacher.

Teaching a poem

At the school level, particularly at the primary stage, poetry should be taught mainly for enjoyment. Children should be trained to enjoy the sound and rhythm of the poems in the textbook, and for this, they need to listen to 'model' readings of these poems. The meaning of a poem is less important than the music of its lines. To start with it is enough if children can understand the *general* meaning of a poem : it is not necessary for them to understand every word or line in the beginning. The teacher should help children to discover the meaning through questions and hints, rather than *tell* them what the poem is about.

Stage 1. Pre-reading

Activity 1. Talking about the topic

The teacher asks the children :

1. Is it hot or cold in the month of May ?
2. Do you feel hot or cold in December ?
3. April, May and June are the hottest months in the year. What name do we give to this part of the year ?
4. December and January are the coldest months in Orissa. What is the name given to this part of the year ?

5. How are the months of July, August and September different from the other months ?
6. By what name do we call this part of the year ?
7. Is it hot or cold during the months of September and October ?
8. What do we call this part of the year ?
9. What is about the months of February and March ? Are they hot months or cold months ?
10. Which season is it in February and March ?

The teacher explains :

In our state, there are three main seasons. **Summer** lasts from April to June. From July to September, we have the **monsoon**, or the **rainy season**. In December and January, we have **winter**.

There are three other seasons, but they do not last very long. In the months of February and March, before summer we have **spring**. In October and November, just after the rainy season, but before winter, we have **autumn**.

Each season is different from the others. Summer is hot and dry. The monsoon brings rain. Winter is cold. Spring and autumn are neither very hot nor very cold. Each season brings with it something special that makes us feel happy. For example, summer brings ripe, juicy mangoes ; spring brings beautiful flowers, and so on.

Activity 2. More on the topic

The teacher asks :

1. What are the things that you like about each season : summer, spring, monsoon, autumn and winter ?
2. What things do you *not* like about each season ?
3. Which season do you like best ?
4. Why is it your favourite season ?

5. Would you be happy if the same season lasted for all the twelve months of the year? Why (or why not)?

(The teacher may have to explain the idea of a season lasting for all the 12 months by giving examples. For example : how would we feel if the monsoon never ended?)

The teacher explains :

We are now going to read a poem about the seasons of the year in England. The seasons which you will read about in the poem are different from our seasons in Odisha. One of the seasons in this poem is called “fall”. ‘Fall’ is another name for Autumn. Find out why Autumn is called ‘fall’ in some countries.

Activity 3. Listening to the teacher’s reading

The teacher reads out the entire poem while the children listen, with their books closed. This is done twice.

Here is the poem :

SEASONS ARE FUN

- 1 One, two, three and four
A year too has seasons four.
Winter, spring, summer and fall,
And we have to live them all.
- 2 Five, six, seven and eight
Hot summers make us wait.
For ice creams and shady trees,
And holidays by the seas.



- 3 Nine, ten, eleven and twelve
Autumn came and leaves fell.
Days are short; the air is cool,
Fall for three months is here to rule.



- 4 Thirteen, fourteen, fifteen, sixteen
Sheets of snow cover the green.
Cold winter days are no fun,
Oh ! How we long for the cheerful sun.

- 5 Seventeen, eighteen, nineteen, twenty
Beautiful flowers bloom aplenty.
Birds and bees and animals sing,
Spring is such a jolly thing !



Activity 4 Getting the main idea

After the children have listened to the teacher's reading of the poem, the teacher asks them a few questions to know whether they have been able to get the main idea of the poem.

The teacher should begin by discussing the title of the poem, as the title usually helps to understand the main idea. The teacher can ask :

How many seasons does the poem speak about ? Do you like all these seasons? Why ?

Some of the children may be able to say that the poem is about the different seasons of the year — winter, spring, summer and ‘fall’. (They may not know what ‘fall’ means.)

The teacher should not explain the poem to the children. The meaning of the poem will become clearer with each reading.

Activity 5. Reading in chorus

The children are now asked to open their books. The teacher reads out the poem again, one line at a time, and the children read it in chorus (together), following the teacher’s reading. They should wait until the teacher has finished reading a line and then repeat the line aloud. This is done twice.

The teacher should not explain anything at this stage, but should ask a few questions to know whether the meaning of the poem is becoming clearer.

Stage 2. Reading

Activity 6. Knowing the key words

Before the children read the poem silently, the teacher introduces the unfamiliar words in the poem, whose meanings have been explained below.

| | |
|----------------------------|--|
| <i>shady</i> (stanza 2) | a place where sunlight does not fall directly, as it is cut off by a tree, building etc. |
| <i>cheerful</i> (stanza 4) | looking happy and bright |
| <i>long for</i> (stanza 4) | to have a strong wish to have something that you do not have. (Example : When you are away from your home for many months, you <i>long for</i> your home.) |
| <i>bloom</i> (stanza 5) | to grow from a bud into a flower. |



aplenty (stanza 5)

“Aplenty” means ‘to have plenty of, or a lot of something’. For example, “My sister has friends aplenty” means “My sister has plenty of friends, or many friends.”

jolly (stanza 5)

full of joy (happiness).

Activity 7. Reading the poem silently

The teacher now asks the children to read the poem silently, twice. The whole poem should first be read at a fast speed and the children should then go back for a second reading, at a slower speed, for greater understanding of the poem.

Stage 3. After-reading

Activity 8. Comprehension

After the children have read the poem twice silently, the teacher asks questions to help the children understand the main idea of the poem as well as the important details.

Questions :

1. What things does the poet like about summer ? Choose the right answer :
(a) short days (b) sunny days (c) sea-side holidays
2. What things does the poet like about fall (autumn) ?
3. How long does the autumn last ? Choose the right answer.
(a) two months (b) three months (c) four months
4. Does the poet like or dislike winter ? Which lines in the poem give you this idea ?

5. Why does the poet say “How we long for the cheerful sun” ? (in stanza 4)

Do you long for the sun sometimes ? When ?

6. What things does the poet like about spring ?
7. What does the poet mean when he/she says :
“ Winter, spring, summer and fall
We have to live them all” ? (stanza 1)
8. In which way is winter described in the poem different from winter in Odisha ?
9. The title of the poem is : “Seasons are fun’. What does it mean ?
10. The first line of each stanza does not speak about any season. What do you find in the first line of the stanzas ?
11. The poem speaks of the four seasons in England. How many seasons do we have here? Can you name them ?

Activity 9. True/False

Say whether the following statements are “True” or “False”. (Give your reasons for saying that something is “True” or “False”.)

(This can also be used as a listening activity. The teacher can read out the sentences, while the children listen.)

- (i) The poet does not like summer.
- (ii) The poet’s home is near the sea.
- (iii) The poet does not like ice-creams.
- (iv) The poet lives in a cold country.
- (v) The poet thinks that each season has its good points.
- (vi) We need to live through and enjoy all seasons.

Activity 10. Vocabulary

A. Fill in the blank spaces in the sentences below, choosing suitable words from the list of words in the box.

- (i) I _____ ice-creams, but I have no money to buy an ice - cream.
- (ii) Many flowers _____ in our garden in winter.
- (iii) When the days become very hot, I like to lie down under a _____ tree.
- (iv) Babies are _____ when they are in the arms of their mothers.
- (v) Cricket _____ over all other games in our country.

cheerful, bloom, shady, rules, long for

B. Fill in the blanks in the sentences, choosing the right word :

- (i) We had a _____ summer last year. The temperature shot up to 45 degree Centigrade. (warm / cool / hot)
- (ii) We had a very _____ winter. It rained a lot in January.
(cold / cool / dry)
- (iii) Autumn in Orissa is usually _____, but this year it was very _____. (warm / cool / shady)
- (iv) Leaves fall off the trees during _____. (winter / autumn / summer)
- (v) In summer, people rest under _____ trees because of the hot sun. (cold / cool / shady)

Activity 11. Do you know ?

We celebrate some important days in different seasons of the year. Look at the table below. The first line has been completed for you. Fill in the blanks in the other lines of the table.

| <u>Season</u> | <u>Month</u> | <u>Date</u> | <u>Name of the celebration</u> |
|---------------|--------------|-------------|--------------------------------|
| Winter | January | 26 | The Republic Day |
| Monsoon | _____ | _____ | The Independence day |
| _____ | _____ | _____ | The Teachers' Day |
| _____ | _____ | _____ | Gandhi Jayanti |
| _____ | _____ | _____ | The Children's Day |
| _____ | _____ | _____ | Diwali |

Activity 12. Speaking

In the passage below, Arun and Uma are talking to each other about different seasons. Read out what they say. (Try to speak the lines with feeling. Don't read out the names of the children.)

Your teacher will ask several pairs of your classmates to play the roles of Uma and Arun. If you have some difficulty in speaking the lines, your teacher will help you.

Uma Oh ! How hot it is today ! I wish summer would end quickly.

Arun Why ? Don't you like summer ? I love it !

Uma Do you like the heat of summer ?

Arun No, but we have morning classes and I can come home early. Then I can have a good lunch and go to sleep.

Uma What a lazy boy you are !
Arun Don't you sleep in the afternoon ?
Uma No, of course not. That's when I do my homework.

Activity 13. Finding Rhyming words

The teacher explains the concept of rhyme by pointing out the rhyming words in the poem : fall / all (stanza 1) ; eight / wait (stanza 2). The children are asked to find the rhyming words in the other stanzas of the poem. The teacher may give some examples of poems in their mother-tongues which have rhyming lines.

The teacher then asks the children to find rhyming words for the following words :

tell; fun; ask; sky; heat; rest.

Activity 14. Final reading of the poem

When you have finished Activity 13, your teacher will ask some of you to read out the poem aloud one at a time. You can also recite the poem from your memory. You are certainly a bright student if you can recite the poem.

