



CHAPTER: RAIN ON THE ROOF

Grade: 9

Board: **CBSE**

Book: **Beehive, NCERT**





1.

LEARNING OUTCOMES

[At the end of the chapter, the student should be able to:]





At the end of the chapter, the student should be able to:

- Recognize the sounds made by rain.
 - Analyze the poet's feelings.
 - Identify the figures of speech used.
 - Write the rhyming scheme.
 - Understand the text and answer questions set on it.
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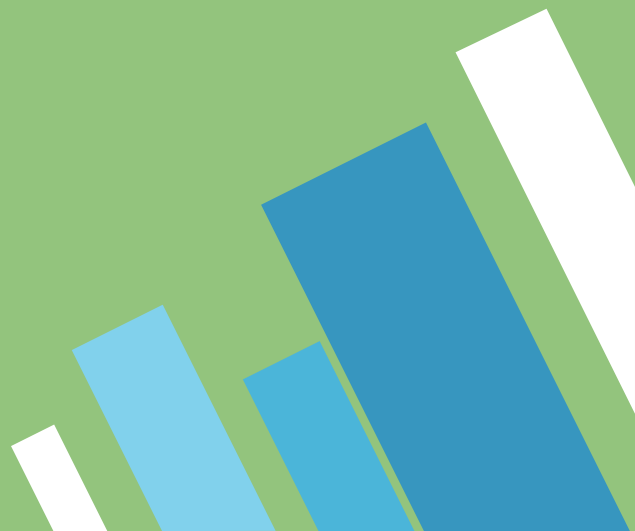


2.

VOCABULARY ENRICHMENT

New and difficult words:

Use the information about new words as and when they appear in the text. They can also be summarised in the beginning of the class or make the children note them after completion of the chapter.





1. HOVER

Meaning: Remain in one place in the air.

Sentence: Bees hover over flowers before landing on them.

Synonyms: Hang, float, flutter.

Antonyms: Settle, still.





2. MELANCHOLY

Meaning: A feeling of pensive sadness.

Sentence: Sad songs make me feel melancholy.

Synonyms: Desolation, woe, sorrow.

Antonyms: Bliss, calm, happiness.

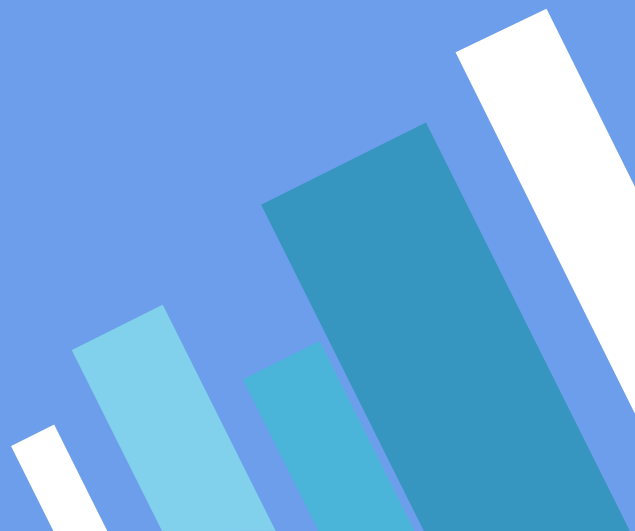




3.

TEACHING METHODS

While teaching this chapter, the teacher may employ the following methods



I. INTRODUCING THE POEM : Class Discussion

Suggested Topic: ' Rainy Day'.

Broad instructions

Discussion Points:

- Ask the students the question, "What do they like to do when it rains?"
- Does your mother allow you to get wet?
- Are there some special snacks that you like?

Instructions for the teacher:

- Conduct discussions in a way to encourage maximum participation.
- Simultaneously, maintain discipline amongst students.
- Encourage weaker students to participate with their thoughts.
- Don't outrightly dismiss an answer, instead help the students with hints.
- Help the students to stay on track by keeping the discussions relevant and brief.

Concluding the discussion:

Conclude the discussion with the following sentence:
Now let us read a poem which beautifully expresses the joys of rain.

II. READING THE POEM

While teaching this poem, the teacher may employ the following methods:

- Use simple vocabulary and also introduce students to new words.
- Read the poem yourself and then ask a student to read the entire poem.
- Check for pronunciation and pauses.
- After the reading briefly explain each line.
- Discuss the figures of speech used. Which are:
Personification-the darkness is weeping.
Alliteration-lie listening.
Imagery-humid shadows, starry spheres.
- Allow students to express their own explanation.
- Don't discourage them from contradicting the expressed opinion, but do not allow an argument just for the sake of one.

- Discuss the message-Enjoy all that nature has to offer.
- Discuss the rhyming scheme which is: abca abcb.
- Questions should be asked frequently to test their understanding of the text.
- The teacher may ask the following questions:
 1. What time of the day is it?
 2. What is the poet doing?
 3. What echoes in the poet's heart?
 4. What happens as he listens to the rain?
 5. Who does he remember?

III. Vocabulary enrichment techniques

- Enhance the vocabulary of the students by discussing synonyms and antonyms of new words as and when they come in the text. Use the information provided in the Vocabulary Enrichment section above.
- Audio recordings may be used for teaching listening and speaking skills. Record the opinion of a colleague on 'faith' on your mobile and play it for the class.
- Worksheet 2 can be given after the class for reinforcing vocabulary learnt

IV. Literature section preparation:

The teacher must highlight the important points of the poem such as:

1. Sounds the rain makes.
2. Memories it evokes in the poet.
3. Figures of speech used.
4. Message of the poem.

Worksheet 1 can be used for additional practise.

V. Concluding the chapter: Chart Making

The teacher can conclude the chapter in the form of a class activity. The students can be asked to make a pictorial presentation of the poem in the form of a chart.

General guidelines:

- Divide the students into groups of three or four.
- Explain to the students that they have to prepare a chart on the **images that come to their mind when they read the poem.**
- Since there is lack of time in senior classes, don't allow the task to become too elaborate. It can be given as a home task or to be done in any free period during school hours.
- The charts can be displayed in the class.
- The chart should be made with the available resources.
- It should clearly illustrate the poem.

- The students must discuss among themselves and not quarrel.
- Ensure that in a group every student has a task and the degree of difficulty is evenly distributed.
- Give the students enough time to prepare.
- Assure them of your help should they face any difficulties.

Conclusion:

Sum up the activity by discussing the power of words and how they create images in our minds.



4.

WORKSHEETS

The teacher can either print the worksheets or write them on the blackboard. The worksheets can be used as a home assignment or even a class test.



WORKSHEET 1: LITERATURE

Best used: after completion of the text for extra practice on literature questions, home assignment.

Short answer questions:

- Q.1. What is the atmosphere just before it rains?
- Q.2. What is bliss for the poet?
- Q.3. What effect does the sound of rain have on the poet?
- Q.4. What does he remember about his mother?

Brain teaser:

- Q.1. What can trigger off memories of childhood?

WORKSHEET 2: Vocabulary

Best used: Class work at the end or as a home work.

Q.1. Here are some words that you have read in the poem. Pick their antonyms:

a. Hover.

i. Settle

ii. Drift

iii. Flicker

iv. Flutter

b. Gently.

i. Lightly

ii. Mildly

iii. Roughly

iv. Smoothly

c. Busy.

i. Occupied

ii. Active

iii. Diligent

iv. Idle

d. Weave.

i. Ruin

ii. Braid

iii. Compose

iv. Spin

e. Memory.

i. Mind

ii. Amnesia

iii. Thought

iv. Recall

f. Dawn.

i. Light

ii. Sunrise

iii. Morning

iv. Dusk

g. Fond.

i. Hostile

ii. Indulgent

iii. Doting

iv. Caring

WORKSHEET 2: Vocabulary

Q.2. This poem is about the rainy weather. Here are some words associated with different aspects of weather. Categorize them under the headings given:

Drizzle, breeze, hail, cloudy, hot, showers, windy, sleet, gloomy, warm, rain, gale, snow, foggy, snowflakes, overcast, cool, clear, blizzards, cold, downpour, freezing, flood, hurricane.

RAIN

COLD

TEMPRATURES

CLOUDS

WIND

WORKSHEET 3: Listening Skills

Best used: Class work.

Recite the poem below and ask the students to listen carefully and answer the questions given. allow the to make notes while listening.

Rain In Summer

How beautiful is the rain!
After the dust and heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!
How it clatters along the roofs
Like the tramp of hoofs!
How it gushes and struggles out

From the throat of the overflowing spout!
Across the window-pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!
- Henry Wadsworth Longfellow

WORKSHEET 3: Listening Skills

Q.1. Listen to the recitation of the poem 'Rain In Summer'. As you listen fill out the table given below:

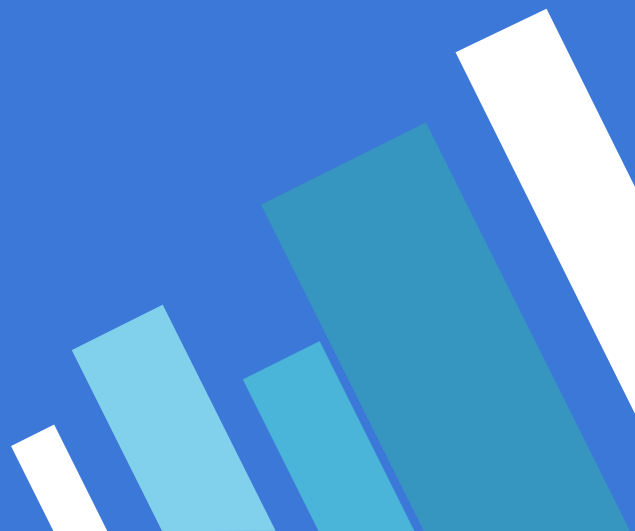
a. When is the rain beautiful?	
b. It rains in the.....	
c. Also in the.....	
d. The sound of the rain is like	
e. It gushes out	
f. It pours and pours	



5.

SOLUTIONS

Provided below are the solutions to the worksheets.



WORKSHEET 1: LITERATURE

Short answer questions:

Q.1. Very humid, sky full of dark clouds.

Q.2. Lie with his head on the pillow, in his cottage, listening to rain on roof.

Q.3. Evokes lots of memories, especially of his childhood.

Q.4. Coming into his room to check on him, looking at him with love.

Brain teaser:

Q.1. Any sound, sight, smell or place, person.

WORKSHEET 2: Vocabulary

Q.1.

- a. Settle.
- b. Roughly.
- c. Idle.
- d. Ruin.
- e. Amnesia.
- f. Dusk.
- g. Hostile.

Q.2.

RAIN-drizzle, showers, rain, downpour, flood.

COLD-hail, sleet, snow, snowflakes, blizzard.

TEMPRATURES-hot, warm, cool, cold, freezing.

CLOUDS-clear, cloudy, gloomy, foggy, overcast.

WIND-breeze, windy, gale, hurricane.

WORKSHEET 3: Listening skills

Q.1.

- a. After dust and heat.
- b. Broad and fiery street.
- c. The narrow lane.
- d. The tramp of hoofs.
- e. From the spout.
- f. Across the window-pane.



5.

RESOURCE LIST

The teacher can use any of the listed resources below if she has access to resources and time at hand



Resource books:

Publications such as **Madhuban and Oxford** are recommended for this grade level

Youtube Videos :

- <https://www.youtube.com/watch?v=xS0y0SLXX0U>

Reading List:

Hindu's Young World has poems for children.