

Wind on the Hill

Poem

Read and Enjoy	<ul style="list-style-type: none"> ✧ This poem by A. A. Milne is delightful. It talks about one of the unseen and incredible forces of nature: the wind. It is invisible and yet carries immense force and impact. It is seen from the point of view of the poet as a little boy. The child is curious about all the things it sees. Here we see an example. ✧ In the first stanza, the poet says that nobody can tell him where the wind comes from or where it goes because nobody knows. ✧ What he sees is the wind as it sweeps in from some unknown source, flying 'as fast as it can'. He tries to run to keep up with it, but he is unable to do so. ✧ The poet, as a little boy, is flying a kite. He says if he lets the string of the kite go, it will be blown away by the wind so fast that it will not come down 'for a day and a night'. It will sweep away the kite so fast and so far. ✧ The little boy chases his kite as it flies away. The direction the kite takes shows him which direction the wind is flying towards. The kite becomes the indicator of the wind's path, its direction. ✧ In the last stanza, the poet says that now he knows where the wind is going and he can tell that to people. But he still does not know where the wind came from. ✧ The poem is written in seven small stanzas of four lines each. The second and fourth lines are rhymed in each stanza. ✧ Read out one or two stories and poems written by A. A. Milne. They are very imaginative and delve into a child's mind beautifully.
Read and Understand	<ul style="list-style-type: none"> ✧ Exercises A, B and C: Explain the exercises. Do them orally first and then ask the students to write the answers in their books. It is advisable to check and assess their work individually.
Think and Answer	<ul style="list-style-type: none"> ✧ Exercises A and B: Explain the exercises. Do them orally first and then ask the students to write the answers in their books. It is advisable to check and assess their work individually.
Appreciating the Poem	<ul style="list-style-type: none"> ✧ Explain how the rhyme scheme is indicated through the use of letters. The usual method is to start with the letter 'a' for the first line and the letter 'b' for the second. If the third and fourth lines rhyme with the same word-sounds, then the pattern of the rhyme is abab. If only the second and fourth lines rhyme [as in this poem], then the rhyme is abcb. Here, the letter 'c' is added because no rhyme exists between the first and third lines. ✧ Exercises A and B: Do these exercises orally, using the blackboard. Then ask the students to write the answers down. Announce them aloud and let them check their own work.
Write Well	<ul style="list-style-type: none"> ✧ Explain the formation of plurals using the given table to indicate the rules and the examples, using the blackboard and your own examples too - adding -es and -s to nouns that end with different consonants and vowels. ✧ Words ending with s/sh/x/ch/o: class, pass, mess, lass, wash, clash, rash, bush, fox, ox, box, ditch, stitch, witch, tomato, ego, no, etc. ✧ Words ending with y, preceded by a consonant: lady, baby, holy, story, etc.

	<ul style="list-style-type: none"> ✧ Words ending with y preceded by a vowel: way, nay, jay, bay, etc. ✧ Words ending with f or fe: oaf, hoof, loaf, elf, self, shelf, etc. [exception – roof, wife, life, etc.] ✧ Exercise A: Do the exercise orally. Then ask the students to write down the answers. Announce them aloud and let them check their own work.
Spell Well	<ul style="list-style-type: none"> ✧ Exercise A: Do the exercise orally, using the blackboard. Write down the suggestions till you hit the correct word. This way, they will learn the process of unscrambling letters. Ask the students to write down the answers. Announce them aloud and let them check their own work.
Write Well	<ul style="list-style-type: none"> ✧ Read out the diary entry given and explain. This has already been done in an earlier class. Brush up the format and emphasise the nature of diary entries – they are a way of expressing one’s feelings over the day’s events and experiences. ✧ Exercise A: Ask the students to write the diary entry as homework. It is advisable to check and assess their work individually.
All Activity	<ul style="list-style-type: none"> ✧ Exercise A: Ask students to bring the materials or supply from the school. Read out the exercise and let them work in pairs to make a kite. Guide and check their work. ✧ Exercise B: Display the kite. No matter how it is made, appreciate the effort.