

*Note:* The transactional processes suggested in CISCE curriculum are highlighted in grey.

### Learning Outcomes

- To understand the thrill of imagination and of experiencing something for the first time
- To identify the rhyming words in the poem
- To enjoy reciting the poem with expression

**Summary:** The poet had never seen snow, but is aware that snow is white and light. He expresses that he would be really thrilled to see a vast white expanse of snow outside his house in the morning, if it snows the whole night. He hopes that one day he would roll on the snow and play with it. He would tumble and spin on the snow so much that the neighbours would plead for him to stop playing, and would send him back home to rest.

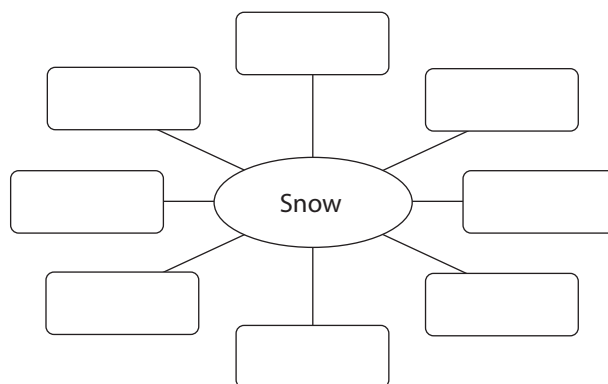
### Pre-reading

*Whole class Activity*

Ask students:

1. Have you seen snow?
2. How do you think it would feel to touch snow?
3. How do you think snow would taste?

Draw this map on the board, and ask students to write down all the words they could think of when they hear the word *snow*:



### READING

Tell the students they are going to read a poem about snow.

Ask students:

*Where are we likely to find snow? How is the temperature there?*

Encourage them to listen carefully to the lyrical verse of the poem and let their books remain closed.

Encourage students to close their eyes and imagine the situation as you read it.

Read the whole poem aloud with intonation/ play the audio. Re-read the poem with their books open, and ask them to follow carefully in the book.

Ask students:

*How did the poem make you feel? How did the speaker make you feel that way? Who is speaking in the poem? (The poet) What senses do the words, describing the snow in the poem, appeal to? Has the speaker seen snow before?*

Why is the speaker so thrilled about snow? Do you think he would have been as thrilled about rain? How old do you think the speaker is? Why? What is the message of the poem? Justify (Thrill of experiencing something new. Imagination)

Ask students to look for the rhyming words in the poem. Tell them to use coloured pencils to underline the last word of each line such that words that rhyme are underlined in the same colour. (*morning / warning, night / white*)

## Post-reading

### Group Activity

1. Form two groups A and B.
2. Let group A say *Snow, Snow, Snow, Snow* in a low tone. Instruct them to repeat the words over and over again, keeping the tone soft and mild.
3. Let group B recite the poem, loud and clear while *Snow, Snow, Snow, and Snow* could be heard softly in the background.
4. Group B starts slowly emphasising the excitement in the first three lines of the last stanza, after which they loudly say "Enough" and pause. The last line is read softly again.
5. Tell group A to say *Snow, Snow, Snow, Snow* a little loudly while slowly emphasising the excitement in the first three lines of the last stanza. Then they must stop when they hear the other group say "Enough" after which they stop chanting. The last line should come out clear with no recitation in the background.

## STUDENTS' BOOK ANSWER KEY

### Snow

#### Comprehension

- A.**
1. No, the speaker has never seen snow before. The speaker knows that snow falls softly and is white in colour.
  2. The speaker wishes to see snow all around when he opens the door one morning.
  3. *Answers may vary. Please accept all logical answers. Suggested answer:* The neighbours will cry 'Enough' so that the speaker does not roll in the snow and catch a cold or make a noise while doing so.
- B.**
1. The speaker talks about the sudden snowfall that is taking place and the snow which has covered everything around him. The speaker seems to be fascinated by snow because he has never seen it before and is eager to know what it feels and tastes like.
  2. The little details given in these lines help to paint a vivid picture. Also, the image of opening the door to get milk in the morning is very common and known to readers. This immediately helps readers identify with the speaker. The element of surprise is also heightened when the speaker talks about unexpectedly seeing snow everywhere.
  3. Here, 'stuff' refers to snow. The speaker will tumble and spin in the snow in order to completely immerse himself in it and feel it closely.
- C.**
1. The speaker is so fascinated by snow because he has never seen it and the very thought of seeing it at his doorstep fills him with joy. He thinks how lovely it would

be to finally see and feel snow, something which he has only heard of or maybe read about but has never experienced it himself.

2. c
3. The speaker feels that the neighbours will not understand his happiness and joy on seeing snow and will ask him to go home lest he catch a cold in the snow. They would also send him back if he makes a noise while enjoying himself in the snow. He feels disappointed and angry. Since this is an imaginary situation, the speaker's words show that the neighbours usually behaved in such a manner. This also shows that he is angry with them.

### **Appreciating the poem**

- A.**
- |                            |                  |              |
|----------------------------|------------------|--------------|
| 1. 1 <sup>st</sup> stanza: | morning, warning | night, white |
| 2 <sup>nd</sup> stanza:    | snow, know       | quite, white |
| 3 <sup>rd</sup> stanza:    | door, snow       | milk, still  |
| 4 <sup>th</sup> stanza:    | stuff, enough    | spin, in     |
2. In every stanza, the first line rhymes with the third line and the second line rhymes with the fourth line. In the third stanza, although the last words of the first and third lines and the last words of the second and fourth lines do not rhyme, they sound similar.

### **Vocabulary**

*Free response.*

## QUESTION BANK

### Snow – Poem

#### A. Answer in brief.

What according to the poet falls without warning? Does he welcome it?

**Ans:** According to the poet snow falls without warning. He is unable to predict when there would be snowfall. He hopes that one morning he will see white snow outside his house which had fallen quietly all through the night. The poet knows that he will be thrilled to see such a beautiful sight in the morning.

#### B. Answer in detail.

In his imagination, how will the poet express his delight on seeing snow?

**Ans:** The poet expresses that he would be really thrilled to see the vast white expanse of snow outside his house in the morning, if it snows the whole night. The poet had never seen snow before but knows that it is white and light. He would love to roll on the snow and play with it. He would tumble and spin on the snow so much that the neighbours would plead for him to stop, as he had played enough and they would send him back home to rest.

#### C. Choose the correct option.

*What does the poet know about snow?*

- He knows how it tastes.
- He knows that it snows only in the night.
- He knows that snow is white.

**Ans:** c

#### D. Read the lines and answer the questions.

*But I can imagine it quite-  
Not how it tastes, but I know  
It falls and is white.*

- What does 'it' refer to?
- How does he imagine it?
- Why is the poet impressed by it?

**Ans:** a. The poet is talking about snow.

b. He imagines it as something white.

c. As he has never experienced snowfall, he is really fascinated imagining that snow is falling right outside his house.

#### D. Answer in detail. (Think and answer)

Have you ever seen snow fall? Does it fascinate you? Why? Why not?

*Free response*