

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

Learning Outcomes

- To instil an appreciation for the outdoors
- To experience the exhilarating, wild side of nature
- To get the main idea in each stanza of the poem
- To identify figures of speech in the poem

Summary: The poet describes a typical windy day in autumn when the grass is dry, the trees have shed their leaves and the dry leaves have fallen to the ground. She expresses that the wild winds have filled her heart and soul with joy and happiness. She enjoys the sound of the roaring winds, the lashing of waves, the rustling of leaves, the swishing and swaying of trees, and the roaring of thunder. She explains that even the long, withered grass seems to be happy as their long, dried blades move wildly with the wind.

Pre-reading

Write these words on the board without revealing the title of the poem to the students. Clarify and help them with new words.

soul	spirit	soaring	wings	breeze	wild
wind	roaring	rapture	earth	seas	withered grass
sunshine	bare trees	branches	tossing	dead leaves	merrily
dancing	white clouds	scudding	bluesky	ocean	lashing
billows	whirlwinds	waves	wild	roar	thunder

Ask students the following questions. Allow free response as opinions may vary. Write down the answers on the board

- What do you think the poem is about?

Now write the title on the board and allow them to re-work, revise, modify or expand their predictions.

- Let students distinguish their predictions of the subject with predictions about the setting of the poem.

READING

(Students predict, comprehend and paraphrase)

- A. Tell students to think of a very windy day, say a day when there was a wind storm.

Ask them to close their eyes and imagine that day. Tell them that the wind is really loud and they can feel the strong force of the wind blowing. Ask them:

What sounds can you hear? What can you feel? What are some of the things you can see? Is anything flying off in the wind? What are the things flying around (leaves? hats? paper? chairs?) What is the temperature? Do you feel hot or cold?

Tell students they are going to read a poem about a windy day.

Play the audio on the Smart Book. Let students listen to the way the poem is read out/Read the poem aloud with modulation. Pause at relevant points to ask these questions:

- B. Ask students:

How does the poet feel when the wind is blowing around her/him? Where does this take place? What is the setting? What does the last paragraph talk about? Is this wind dangerous?

- C. Paraphrase each paragraph of the poem in your own words. (Suggested answers are given)

Stanza 1

The speaker feels alive with the wind around her. She is joyous at the wildness and force of the wind as she feels it waking up the earth and the sea.

Stanza 2

She shows here how she enjoys wild weather: she describes how the 'wild wind' brings everything to life in the wood where she walks; even the dead leaves come to life.

Stanza 3

She says how she longs to be at another place witnessing its effect on the sea and 'lashing' against the rocks and sea wall, and sending up giant 'whirlwinds of spray'

Post-reading

Group work

- A. Create a nature collage, and depict the different kinds of weather / seasons. Things from nature (*leaves, flowers*), pictures and drawings can be used to create a nature collage.
- B. Add a small poem in your collage about your favourite weather.

Poetic devices

- Identify one verbal or visual language feature used to show how the poet is alive and alert to the world around her. Provide an example from stanza 1.
 - Feature: _____
 - Example: _____
Explain how the feature you identified in 1 (a) expresses the poet's feelings.
- Identify personifications used in the second stanza.

- Identify some sound words in the third stanza.

STUDENTS' BOOK ANSWER KEY

In a Wood on a Windy Day

Comprehension

- A.** 1. a. soaring and carried high up by the breeze
b. dry grass
c. being tossed around
d. blowing and throwing
- B.** 1. The speaker's soul is awakened because the wild wind makes her feel alive. The wild wind seems to be carrying the speaker's spirits high up as it roars and tosses things around, seeming to spread joy on land and in the seas.
2. The clouds are moving quickly across the sky because they are being blown by the wind.
3. The speaker wants to hear the 'wild roar' of the waves crashing on the shore. The speaker can see the trees, leaves and clouds being tossed by the wild wind. She wants to be by the ocean because she wants to feel the spray and hear the huge waves created by the wind crashing on the shore.
- C.** *Answers may vary. Please accept all logical answers.*

Appreciating the Poem

- A.** The -ing words that have been used in the poem are soaring, roaring arousing, glancing, tossing, dancing, scudding, lashing and dashing.
3. include readers in the action.
- B.** my spirit is soaring/And carried aloft on the wings of the breeze;
Arousing to rapture the earth and the seas.
The long withered grass in the sunshine is glancing,
The bare trees are tossing their branches on high;
The dead leaves beneath them are merrily dancing,
The white clouds are scudding across the blue sky
the ocean is lashing
The foam of its billows to whirlwinds of spray
proud waves are dashing
And hear the wild roar of their thunder

Vocabulary

Free response.

QUESTION BANK

In a Wood on a Windy Day

A. Answer in brief.

In the poem 'In a Wood on a Windy Day', what does the poet experience and what does she wish to see?

Ans: The poet takes a walk outdoors and experiences the wind which gives her immense joy. Though the poet is able to feel the wind and see the bare trees around, she wishes to see the ocean and its waves dash the sand and hear its thunderous sound.

B. Answer in detail.

How did the poet feel on a windy day?

Ans: The poet experiences immense joy and happiness when she goes out on a windy day. She feels as if she is being carried aloft on the wings of the pleasant breeze and this atmosphere, according to the poet, makes the whole world dance in exhilaration. The wind makes the trees bare. The dry leaves that have fallen down from the trees flutter in the wind and fly away. It looks as if the leaves are dancing to the tunes of the wind. The clouds in the blue sky also move fast in the sky as if they are made to follow one after the other by the strong wind. The poet is able to see beauty in the dried grass, the bare trees and even the dead leaves. She longs to see the ocean.

C. Choose the correct answer.

What does the poet wish to see?

- a. The waves lashing against each other and the high waves crashing against the shore
- b. The withered grass dancing in the sunshine as the wind blows
- c. The bare trees tossing their branches in the strong winds

Ans: a

D. Read the lines and answer the questions.

*The long withered grass in the sunshine is glancing,
The bare trees are tossing their branches on high;
The dead leaves beneath them are merrily dancing,
The white clouds are scudding across the blue sky.*

- a. Why are the trees bare?
- b. What is causing the dead leaves to dance?
- c. When do the leaves fall from the trees?

Ans: a. The trees are probably bare because it is autumn and the heavy wind has blown the leaves away.

- b. The dry dead leaves had fallen from the trees and they were blown by the strong wind. Their slow floating motion in the air resembled a kind of dance to the poet.
- c. The trees become bare and the leaves fall during autumn.

E. Answer in brief. (Think and answer)

Complete the following poem. Give it a suitable title.

I took a dive into the _____ sea.
So many _____ swam past me!
A father seahorse, taking care of his _____
A humpback whale, a _____ he sung.
A playful dolphin, _____ about,
A wise old sea turtle had his head _____.
Then a shark came by with _____ so white.
I swam so fast until he was out _____.

Ans: Free response