

*Dr. Vandana
Project Coordinator*

CONVERSION OF THE STORIES OF NCERT ENGLISH TEXTBOOKS INTO POETRY FOR THE STUDENTS OF PRIMARY GRADES

An Audio-Visual Supplementary Material for Students

2022



District Institute of Education and Training
Karkardooma, Delhi-110092

CONVERSION OF THE STORIES OF NCERT ENGLISH TEXTBOOKS INTO POETRY FOR THE STUDENTS OF PRIMARY GRADES

(*An Audio-Visual Supplementary Material for Students*)

Dr. Vandana

Project Coordinator

Assistant Professor

Curriculum and Pedagogy (English)

DIET Karkardooma, Delhi

2022

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**State Council of Educational
Research and Training (SCERT)
Varun Marg, Defence Colony,
New Delhi-110024**

Rajanish Kumar Singh

Director
SCERT, Delhi

Message

Poems tell a tale, one that is anchored in the moment of its conception. People have used poetry to communicate their experiences, both good and terrible, and to paint a picture of the day throughout history. It's a remarkable cross-curricular resource that can bring history, science, and geography to life.

Students can experiment with vocabulary and sentence structure in poetry. Children learn to experiment with language and create new methods to communicate as a result of their creativity. Speaking aloud, the use of rhythm, rhyme, and repetition is also remarkable.

Poems allow pupils to reflect their sentiments and emotions since they deal with universal topics and human concerns, creating personal participation in learners. Poetry can be an excellent way to introduce new or reluctant readers to reading. A poetry class can be a great method to introduce students to spoken English.

This book includes a variety of poems that have been thoughtfully composed as a supplementary material that will enable primary stage students to develop their English language skills.

I extend my heartiest congratulations to Dr. Vandana, the Project Coordinator (Assistant Professor), and her team for their tireless efforts in creating this supplementary book. Work is genuinely appreciated.

A handwritten signature in black ink, appearing to read "Rajanish Kumar Singh". It is signed with a blue pen below it.

(Rajanish Kumar Singh)



**State Council of Educational
Research and Training (SCERT)
Varun Marg, Defence Colony,
New Delhi-110024**

Dr. Nahar Singh

Joint Director & Academic Head
SCERT, Delhi

Message

For school teachers, students and teacher trainees, SCERT/DIETs frequently creates and designs new educational initiatives and practises, as well as a variety of teaching learning modules, with the goal of qualitatively improving the teaching learning process.

I would like to congratulate Project Coordinator, Dr. Vandana (Assistant Professor) for coming up with an original and unique idea as well as all the contributors who have contributed in the execution of this supplementary book: "**Conversion of the stories of NCERT English textbooks into poetry for the students of primary grades with digitalised version to strengthen the teaching- learning process**" (**An Audio-Visual Supplementary Material for Students**) to improve English language competency and proficiency among primary school students by using poetry as a medium of teaching and learning. When students actively engage in the teaching and learning process, they learn more effectively. The only way to get better at English is to practise and use it often. Everyone is aware that perfection comes via practise and poetry provides the platform and an opportunity where students can learn in a fun and joyful manner.

Poetry is the use of language to communicate feelings, emotions and thoughts through words, symbols, and gestures. Poetry can help pupils develop critical thinking skills. Children learn to experiment with language and create new methods to communicate as a result of their creativity. In poetry, there does not appear to be a dichotomy of right and wrong, and this freedom can be a tremendous opportunity to inspire children's own writing.

The Project Coordinator and the entire team deserve my highest compliment for the successful completion of this supplementary book, an exceptional and unique endeavour in the field of education.

All the best!

A handwritten signature in blue ink that appears to read "Nahar Singh".

(Dr. Nahar Singh)



Foreword



**Dr. Mohammad Zamir
Principal
DIET, Karkardooma**

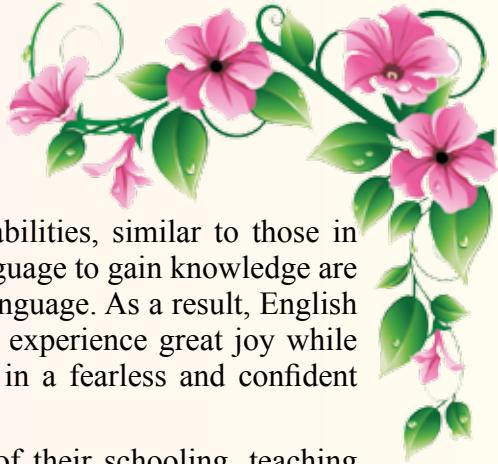
I feel delighted on the completion of this unique project titled, “**Conversion of the stories of NCERT English textbooks into poetry for the students of primary grades with digitalised version to strengthen the teaching-learning process**” (**An Audio-Visual Supplementary Material for Students**)

The work presented in this supplementary book has rarely been done. An idea behind the conversion of stories into poems is to enhance an interest and effectiveness of teaching and learning. Due to the specific qualities of poems mainly- melodious rhythm, aesthetic beauty, emotional string, students get allure and feel more connected to the content.

This supplementary book has a variety of poems that are based on various stories taken from English textbooks. These poems can be used by the teachers as part of their pedagogy to help students become more proficient in communicating in English, particularly in the areas of vocabulary, listening comprehension, communication, grammar, and composition.

I feel privileged to congratulate and value the efforts put out by the Project Coordinator, Dr. Vandana, Assistant Professor, Curriculum and Pedagogy (English), and her entire team in completing this supplementary book. The current content has been created to improve the efficacy of the teaching and learning process using the medium of poetry at primary stage. It will be helpful for the students, school teachers and prospective teachers as well.





Preface



Dr. Vandana

The achievement of fundamental language abilities, similar to those in learning a natural language and the use of language to gain knowledge are the main objectives of learning the English language. As a result, English teaching should be designed so that students experience great joy while using language to communicate with others in a fearless and confident manner.

As students are still in the formative years of their schooling, teaching English to primary school students can be difficult. At primary stage, where students learn more than just how to put two words together to form a sentence, they become thoroughly proficient in the language. Well, there are many approaches to teach English language to the students. For instance, using different teaching aids, play-way method, role play and so on. Using poetry or songs is also one of the best techniques which teacher can use in the class.

Teaching through poetry can be very effective for instilling English language skills. A poetry is a piece of writing in which the words are elegantly and rhythmically organised. Poetry, as the highest literary genre, is an excellent tool for English language teaching and learning. The use of poetry in English classes may provide students with a good opportunity to develop the four core language skills of reading, writing, listening, and speaking. Poetry is also a universal and frequent form of human expression.

Poetry has a place in our school curriculum. It can be included into reading, writing, and language classes, as well as classroom themes, projects, and celebrations. Children improve their listening abilities by reading the poetry aloud. Poetry encourages children to express themselves and their feelings. They learn to pay attention to what they hear and to consider what those words imply in context. Children start to pay attention to the rhythms and rhymes of the poems. Poetry can help to cultivate and encourage children's inherent curiosity. It inspires a sense of curiosity in a child's mind. Children are encouraged to conceive new worlds and experiences through poetry.

This supplementary book titled "**Conversion of the stories of NCERT English textbooks into poetry for the students of primary grades with digitalised version to strengthen the teaching- learning process**" (**An Audio-Visual Supplementary Material for Students**) is comprised of English poems which have been converted from the stories selected from NCERT English text-books.

Developing the basics of the English language through poetry particularly speaking and listening, is the aim of this supplementary book. It seeks to give the students, the abilities necessary to speak with confidence, to broaden their vocabulary, and to communicate more effectively. This book also adheres to NPE 2020's guidelines, which emphasize on using a variety of creative, experiential, and innovative approaches to teach languages, such as theatre, music, storytelling and others.

I hope this supplementary book will be useful for the teachers and the students in their teaching-learning process.

Acknowledgment

First and foremost, I express my sincere and deepest gratitude to Dr. Rajanish Kumar Singh, Director, SCERT and Dr. Nahar Singh, Joint Director, SCERT, for encouraging and motivating us to take various academic initiatives and providing us opportunities to transform our stimulating thoughts and ideas into some relevant, worthy, productive and concrete study support material for the teachers, school students and pupil teachers to enhance the quality of education.

I am very much thankful to all the esteemed members of Programme Advisory Committee (PAC) for their worthy suggestions and approval of this project.

I extend my special thanks to Dr. Mohammad Zamir, Principal, DIET Karkardooma, for his encouragement and constant support and guidance throughout the development of this Supplementary Book.

I take this opportunity to extend my sincere gratitude and appreciation to all the contributors for their support and guidance in the development of this Supplementary Book. Their contributions are sincerely and gratefully acknowledged.

I would also like to acknowledge with much appreciation the efforts of D.El.Ed trainees of DIET, Karkardooma for helping me out in the preparation and designing of graphic illustrations for this book. Their contribution has made this Supplementary Book more attractive and worthy.

I owe my special thanks to the faculty of DIET, Karkardooma and administrative staff who have contributed directly or indirectly for this project.

Last but not the least, I am profoundly grateful to each and every individual participant for their support, time and showing keen interest and enthusiasm in developing this Supplementary Book.

Dr. Vandana



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II Year (2021-23)**



Table of Content

S.No.	Content	Page No.
1.	Introduction	xii
	General aims of teaching poetry	xi
	Specific aims of teaching poetry	xi
	Characteristics of Poetry	xii
	Significance of teaching through poetry	xii
	Advantages of using poetry in English language teaching	xiii
	Challenges in teaching English language through poetry	xiv
	Different ways of teaching English through poetry	xiv
	Thought behind the supplementary book	xiv
	About the supplementary book	xv
	How to use the supplement book	xv
2.	Note for the Teacher	xvii
3.	Conversion of Prose into Poems	2
	Grade III	<ul style="list-style-type: none"> • A Little Fish story 3 • The Magic Garden 6 • The Yellow Butterfly 9 • Little Tiger, Big Tiger 13 • My Silly Sister 18 • Nina And The Baby Sparrows 21

	Grade IV	<ul style="list-style-type: none"> • Alice in Wonderland • Helen Keller • Pinocchio • The giving tree • Neha's Alarm Clock • Nasuruddin's Aim • The Little Fir Tree 	27 30 32 34 39 43 45
	Grade V	<ul style="list-style-type: none"> • Robinson Crusoe • Wonderful Waste • My Elder Brother • The Talkative Barber • Gulliver's Travels • Flying Together • Rip Van Winkle 	49 52 55 58 61 64 67
4.	QR Code for audio visual mode of poems		70

Introduction

English is the most frequently spoken language in the world, and many people need to acquire it in order to communicate. There are numerous ways to teach English, one of which is through literature that is a part of the language. However, when teaching is filled with worthwhile, fascinating, imaginative, and enjoyable activities, learning is long-lasting. The poetry is one of several literary works that can be used to teach English. Teachers can employ and use the technique of poetry to improve their students' proficiency in English language, making studying enjoyable rather than tedious.

Poetry is a global phenomenon that has existed since the dawn of civilization. Poetry has a long history in almost every country, from its simplest forms, such as mantras and praises, to its most current forms. Some people read poetry for amusement and entertainment, while others read poetry to reflect on their lives. Poetry constantly arouses our senses and encourages us to read. There is no one-size-fits-all approach to writing a poem. This might be a wonderful approach to boost a child's self-esteem when it comes to writing. Rhyme and repetition are very effective tools for developing language, phonic patterns, and rhythmic awareness in the children.

It enables pupils to create a sketch or image of anything they are thinking about, which they can experience, explain, and discuss. Because poetry is musical and rhythmic, it captures the attention of all listeners. Because poetry is universal and worldwide, it brings people together. It is a means of expressing oneself on a larger scale. Poetry comes in a variety of styles and formats. Similarly, poetry's language might be plain or ornate. Poetry begins with an intriguing historical connection to Epics, Folk Tales and a variety of other references found not only in India but also in many other non-English speaking countries.

General Aims of Teaching Poetry

- ❖ To provide the students the opportunity to enjoy the poetry.
- ❖ To enable the students to recite the poetry with perfect rhythm and tone.
- ❖ To enable the students to enjoy the recitation of the poetry.
- ❖ To enable the students to comprehend the poet's mind and imagination as expressed in the poetry.
- ❖ To instill a passion for English poetry in the students.
- ❖ To help the students develop their artistic sense.
- ❖ To help the students create a well-rounded personality.
- ❖ To cultivate a passion for reading and composing poetry.

Specific Aims of Teaching Poetry

- ❖ To enable the students to appreciate and enjoy the poetry.
- ❖ To enable the students to read aloud the poetry with correct pronunciation, intonation, rhythm and stress.
- ❖ To appreciate rhythm, music and beauty of the poetry.
- ❖ To enable the students to understand central idea of the poetry.

Characteristics of Poetry

Poetry has varied characteristics which makes it unique and different from prose. Some of these characteristics are:

- ❖ Poetry is a collection of the best words organized in the most rhythmical sequence possible.
- ❖ In the best words, it is the rhythmical formation of thoughts.
- ❖ Poetry is the most effective method of expression for feelings, thoughts, and emotions.
- ❖ Poetry is a form of life criticism and appreciation.
- ❖ Rhythm, emotions, and imaginations are three characteristics of poetry.
- ❖ It aids in the development of students' aesthetic sense and pleasure.
- ❖ It improves pupils' comprehension and imaginative abilities.
- ❖ It is more memorable than prose.

Significance of Teaching through Poetry

Poetry is required to facilitate language education on an emotional and holistic level. We learn quickly when we read, listen, or write anything aloud and rhythmically. Poetry aids in the spontaneous use of Figure of Speech, Adjectives, Phrases, and symbolic words to express sentiments. Students and teachers can both benefit from studying and composing poetry since it allows them to express themselves and communicate.

Poetry is an efficient and effective tool for teaching English. It aids in improving and sharpening listening, speaking, reading and writing. Teaching English through poetry offers numerous advantages, including the use of original material, the ability to express emotions and feelings, the ability to help students improve their language knowledge and skills, and the ability to help students develop their linguistic knowledge and skills. Poetry is frequently regarded as the most sophisticated form of literature, containing a wide range of narrative, lyrical, and dramatic material. It also aids pupils in the development of linguistic skills such as grammar, vocabulary, and pronunciation. Poetry is a ubiquitous and common form of human expression. Poetry is a rich genre that serves as a useful supplement. There are many other sorts of poems that can be used in the classroom, including sonnets, descriptive poems, lyrical poems, and narrative poems.

Furthermore, poetry is one of the most effective means of transmitting cultural knowledge between nations. It serves as a mirror that not only reflects society's reality, but also its culture. Poetry enables pupils to comprehend various cultures and beliefs, as well as social behaviour, and opens their eyes to a new universe. Poems also give pupils insight into building cross-cultural understanding, which will aid them in attaining fluency in the target language.

Poetry is significant because it causes people to ponder and imagine. It creates a fresh window for not just learning about cultural values, but also about how people live in different cultures. Learning a new language entails being acquainted with a new culture, including its beliefs, linguistic patterns, social customs, and arts. As a result, poetry in general may help both the student and the teacher foster a culture of tolerance and ameliorate cultural disparities.

Poetry can be used in a variety of ways in the ELT (English Language Teaching) classroom. Poetry provides a wealth of language teaching and practise opportunities. It provides a large number of opportunities to acquire vocabulary and structure. To begin, a teacher must determine how much knowledge the students

have of poetry, its forms, construction, rhyme, and rhythm. Students will be more creative in how they develop and convey their thoughts, and teachers will be able to listen in a new way. It provides a large number of opportunities to acquire vocabulary and structure. The complexity of poetry ranges from simple to sophisticated.

Advantages of Using Poetry in English Language Teaching

Teaching English through poetry offers numerous advantages, including being authentic in nature, being a medium for expressing emotions and feelings, being a wonderful carrier of culture, and being able to assist students in improving their linguistic knowledge and skills. Poetry is extremely good for language learning since it comprises the most beautiful forms of language. Through poetry, students can very well understand the structure of language and the pieces of a phrase, as well as recognise the many ways for connecting thoughts, allowing them to improve their performance. Poetry for teaching is beneficial because it acts as a stimulant for thought. It is sometimes referred to as a ‘balm for the mind’ and it has the versatility to make learning motivational, memorable, and engaging for the entire classroom.

Students can be benefitted from poetry in a variety of ways:

- ❖ Students' creativity is enhanced and a positive learning atmosphere is created when poetry is used in English class.
- ❖ Teaching poetry has an impact on pupils' literary language, literary competency, and language variation.
- ❖ Students' vocabulary and intercultural awareness could be expanded by using English poetry in extensive reading. Aesthetic consciousness and self-cultivation are included in this intercultural knowledge.
- ❖ It promotes creative writing.
- ❖ It aids pupils in their understanding of sounds, words, and patterns.
- ❖ It improves phonic abilities.
- ❖ It encourages students to communicate their thoughts and feelings.
- ❖ It's a good way to experiment with words.
- ❖ Poetry is beneficial to language enrichment as it enhances the vocabulary.
- ❖ Improves pronunciation and fluency.
- ❖ In poetry creation, a pupil can use and fit words.
- ❖ It encourages students' inventiveness while also boosting their self-confidence.
- ❖ It instils feelings, rhymes and pleasant expression in the classroom.

Poetry is also important in the teaching of Phrases, Structures, and Construction. Poetry aids in the comprehension of materials and their application in language classrooms. Grammar is difficult for pupils who do not come from an English-speaking family, but they can practise it in poetry. We must remember our oldest style, ‘Narrative’ in which tales were sung by persons who were not even literate, yet whose creations were exceptional.

Poetry activates our senses and aids in the development of oral language skills. It provides possibilities for expanding vocabulary and working with rhyme and rhythm, and it is so varied that it provides teachers and students with a plethora of options.

For poetry reading activities, the teacher can demonstrate proper pronunciation. The teacher can demonstrate how to recite and read a poem. YouTube, encyclopaedias, and other internet-based resources can be beneficial to teachers. Before the students undertake the writing, reading, and speaking exercises, they participate in modelling activities.

Challenges in Teaching English Language through Poetry

The teacher is an important part of the educational process, and their teaching approach has a significant impact on educational quality. Poem teaching provides teachers with certain basic cognitive and physical skills, which help them engage pupils in the learning process. But, teachers might face a challenging task while teaching English language through poems. Poetry is the most difficult form of literary expression. It can be difficult to teach English through poetry because of its figurative language, tough syntax, and complex structures.

Using traditional teaching approaches may consequently result in pupils' passive responses. Traditional techniques consider the text as an anatomy course, with the teacher performing the interpretation and analysis while the students are only passive listeners.

Teaching poetry with a standard approach will not help pupils enhance their linguistic and literary skills. Teachers used to adopt a teacher-centered strategy to teach difficult poems and evaluate pupils with memorising questions. This may limit the students' intellectual ability and inventiveness. Teachers must implement innovative ideas and methods in the classroom to assist students in developing and reinforcing their literary and linguistic skills. To generate a diversity of language exercises, teachers must invest in the texts.

Different ways of Teaching English through Poetry

Choosing an effective teaching style is equally difficult. Traditional ways of teaching poetry, such as teacher-centered and literature-oriented approaches, does not assist pupils enhance their language skills. For the student, this usually entails the teacher analysing the poem's form and content, as well as identifying literary devices and hidden meanings in the poem's vocabulary. As a result, this method provides little to no assistance to children and may result in an imbalance and a lack of language skills acquisition. In the case of students whose proficiency is below the required level, such a language teaching strategy should be tough for them to cope with.

Teachers must use various tools and techniques, such as cassettes, videos, audio devices, or even a translation of the poetry text into the students' mother tongue, to achieve the objectives of teaching in the classroom and make poetry lessons more effective, enjoyable, and enabling students to improve their language skills. Teachers should brainstorm the students first before teaching a poem to help them articulate their thoughts on the poem's themes or ideas.

Thought Behind the Supplementary Book

There are many ways of teaching English to the students such as play way method, role play, storytelling and many more. 'Teaching through poetry' is also one of the effective ways of inculcating English language skills in the children. Poetry has its own unique style which captivates the attention and creates

the melodious and alluring teaching learning environment in the class. With the objective of sharpening and strengthening English language skills of the children in an interesting way, this supplementary book has been designed.

Therefore, by keeping in mind all the above points, this supplementary book has been designed with a title-

“Conversion of the stories of NCERT English textbooks into poetry for the students of primary grades with digitalised version to strengthen the teaching- learning process” (An audio-visual Supplementary Material for Students)

About the Supplementary Book

This supplementary book has been designed for the teachers (teaching English subject) and students of primary stage of III, IV and V grades. In this book, various stories from the textbooks of English have been selected for the above mentioned classes. Those stories which are somewhat lengthy have been converted into beautiful poems. All these poems have been composed and reviewed by the Project Coordinator and Resource Persons. These poems will help the students to understand the content much better.

All the poems have been prepared by keeping the level of the class in mind to fulfill the following objectives:

- ❖ To sharpen English language skills of the students of primary stage.
- ❖ To create interest and curiosity among children.
- ❖ To help the teachers to teach more innovatively and effectively.
- ❖ To remove fear in the children towards speaking English.
- ❖ To encourage the primary stage students to speak English with confidence.
- ❖ To enhance the power of imagination in the students.
- ❖ To enrich vocabulary.

(This book has also been prepared in soft copy with original voice of teachers and students which will be useful for visually impaired children too)

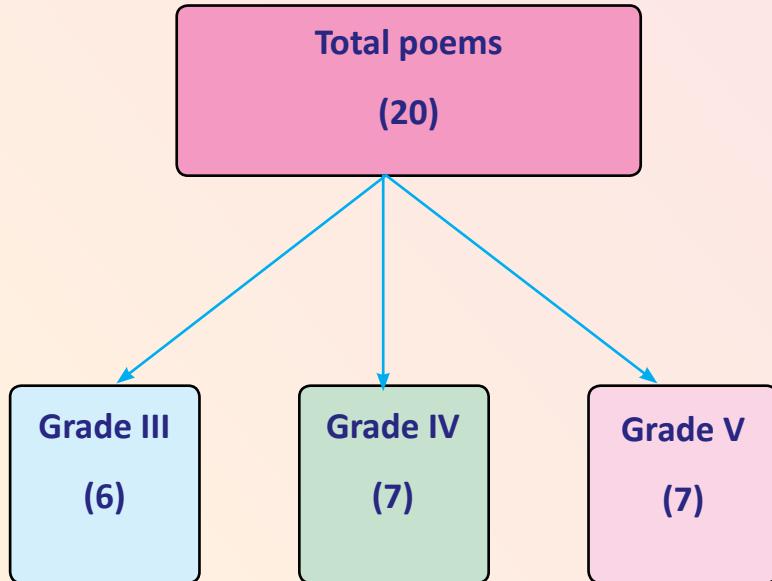
How to Use the Supplement Book

This book is meant both for the English teachers and students of primary grades. It can be used by the teacher in both ways:

- ❖ Before introducing any new lesson, a teacher can introduce the composed poems from the present book. Recitation of the poem will be done by the teachers which will be followed by the students in the form of “Reading Aloud”. Teachers should recite the poem in a melodious way. It is important to read a poem with the right pronunciation, rhythm, stress, and intonation.
- ❖ Further, the teacher can ask two or three students each to recite the poem loudly with correct pronunciation, rhythm, stress, and intonation. This requires a lot of work on the part of the pupils and helps in their enjoyment of the recital as well as their ability to appreciate the language’s beauty and musicality.
- ❖ All the words used in the poem are simple and easy to pronounce. Therefore, only those difficult words or phrases that make it difficult to understand the poetry should be clarified to the students.
- ❖ At the end, all the students can sing the poem in chorus. The students at the primary level find delight in the chorus recitation of the poem. It helps them in getting over their timidity, shyness and

- nervousness. The pupils will listen collectively as the teacher reads the poem line by line at this point.
- ❖ Another strategy which can be adopted by the teachers is that they can also introduce the poems once a particular lesson is completed in the form of a revision. This will help the students to feel more connected to the lesson or story.
 - ❖ Poems are easy to remember. It will be helpful for the students to remember all the main characters and gist of the lesson.
 - ❖ All these poems have also been developed in the digitalised version with the original voice of students and teachers. These have been compiled in the either CDs/pendrive.
 - ❖ Total twenty poems have been composed from the stories selected from English books of grades: 3rd, 4th and 5th. While composing the poems, certain points have been kept in mind such as:
 - ❖ Poems present the overview of the lesson.
 - ❖ Characters have not been changed and are same as mentioned in the stories.
 - ❖ Poems can either be used as a primary medium to convey the whole gist of the lesson which needs to be taught in the class so that students can become familiar or well versed with the whole lesson.
 - ❖ It can be used for revision too.

The following content has been converted into English poems.



No doubt, poems are one of the types of texts that children should learn to read. Poetry is special in that it is frequently read aloud, repeated, and shared in groups. As verses are practised and read several times, reading fluency improves. When teachers use poetry with their students, they are modelling how to read it, increasing their familiarity with it, and broadening their reading horizons. Discussions about meaning, connecting, and envisioning occur as a result of reading comprehension. A poem can be used to teach sentence structure, parts of speech, and a variety of other grammar concepts. Words that rhyme are frequently used in poetry for dramatic effect. By listening for and locating rhyming words, children can learn about phonics and letter sounds. Poetry can help to cultivate and encourage children's inherent curiosity. It inspires a sense of curiosity in a child's mind. Children are encouraged to conceive new worlds and experiences through poetry.

Note for the Teacher

Teachers can improve pupils' language awareness by teaching poetry since the vocabularies employed in poetry can help them study more effectively. Teachers can teach structure, grammar, and vocabulary in the language classroom by using poetry. As the poetry is being read aloud, teachers can encourage the students to imagine what they are hearing. They can make a drawing or silently reflect on what they hear. Simple poem forms can provide pupils with a framework for conveying significant ideas without having to worry about grammatical precision.

Poetry helps to expand one's vocabulary. Children are exposed to new words and are given the opportunity to hear them in context. Teachers might introduce new terms to students and ask them to point out ones they've never heard before. Children are not only learning new words, but also how words are chosen for effect and to generate picture.

Depending on the students' abilities, teachers can begin using poetry in the classroom in a variety of ways, such as:

- ❖ The difference between poetry and prose is discussed.
- ❖ Give a short story and ask for selected lines to be transformed into a poetry piece. Poems, stories, and prose should be read aloud in a poetic fashion so that kids can follow along.
- ❖ When it comes to pronunciation and fluency, reading aloud is usually a good idea. Classroom activities and exercises are crucial for improving fluency, pronunciation, and confidence.
- ❖ Because many words can only be used in poetic compositions, vocabulary is also very significant. As a result, vocabulary games and quizzes are essential.

The goal of teaching English through poetry is to inspire students to learn English by combining new methodologies and ideas. It does not imply that English instruction entails learning poetry, but rather passionately learning English through poetry.

In this supplementary book, the role of a teacher is very important. This supplementary book has been prepared to provide teaching support to the primary school teachers with a purpose to enhance the effectiveness of the content and to provide ample opportunities to the students to understand the lesson more effectively through the medium of poetry and to practice and speak English confidently.

Here are some important points which should be kept in mind by the teachers while using this supplementary book effectively:

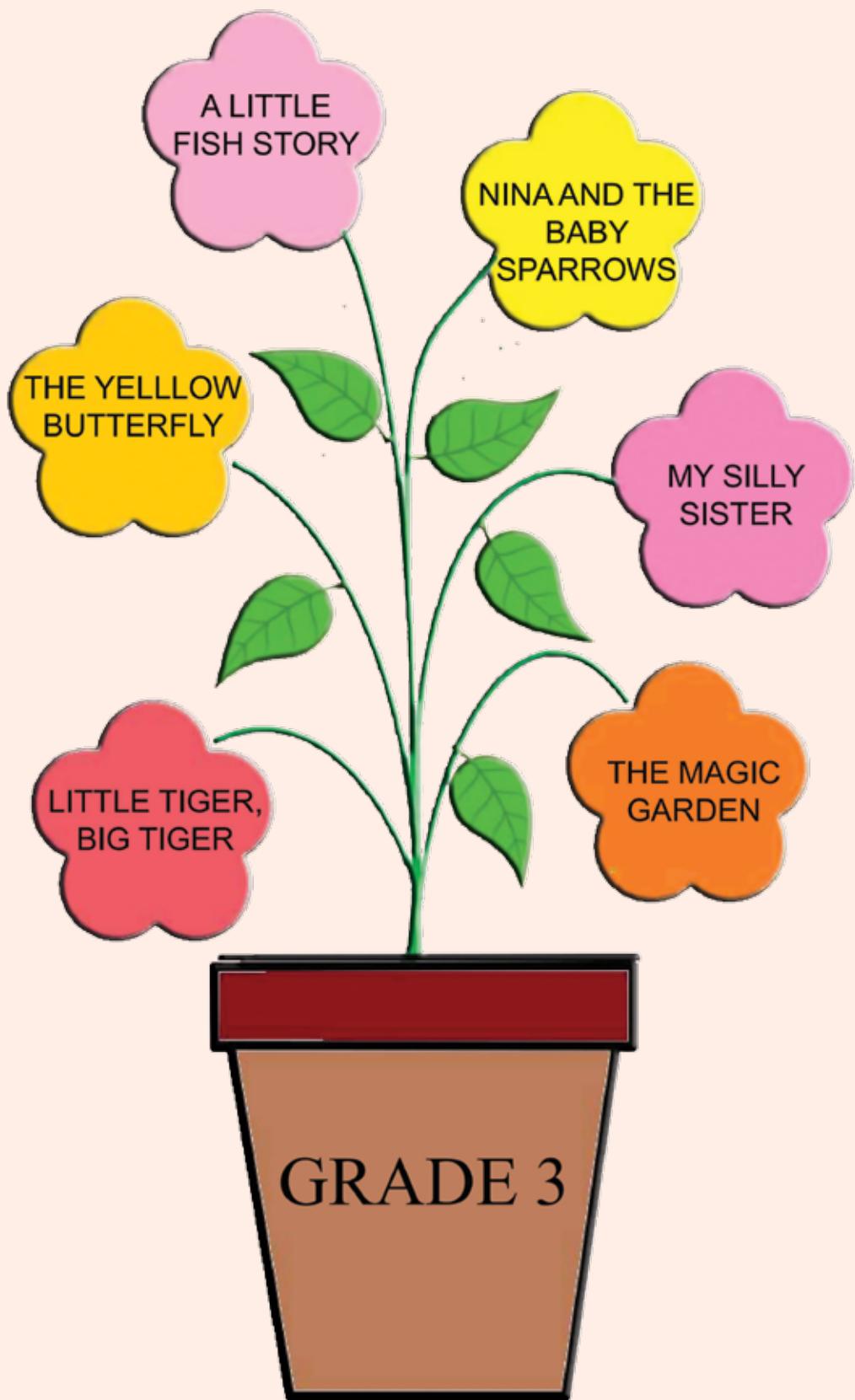
- ❖ This supplementary book should not be used as an alternative or a replacement of NCERT English text-books.

- ❖ This supplementary book will assist the teachers in teaching English innovatively and creatively in a simple and subtle manner.
- ❖ Teachers should go through this supplementary book thoroughly before using this in the classroom.
- ❖ Poetry should be recited with correct pronunciation, intonation, rhythm and stress.
- ❖ Teacher can first introduce the poem before teaching a particular prose/story. Using poetic technique will arouse interest and curiosity among the students.



A cartoon bee with a yellow head, orange body, black stripes on its tail, and blue wings is holding a white sign with a yellow border. The sign contains the text 'Let's Enjoy Poems'. The background features a floral pattern with pink and purple flowers.

Let's Enjoy Poems

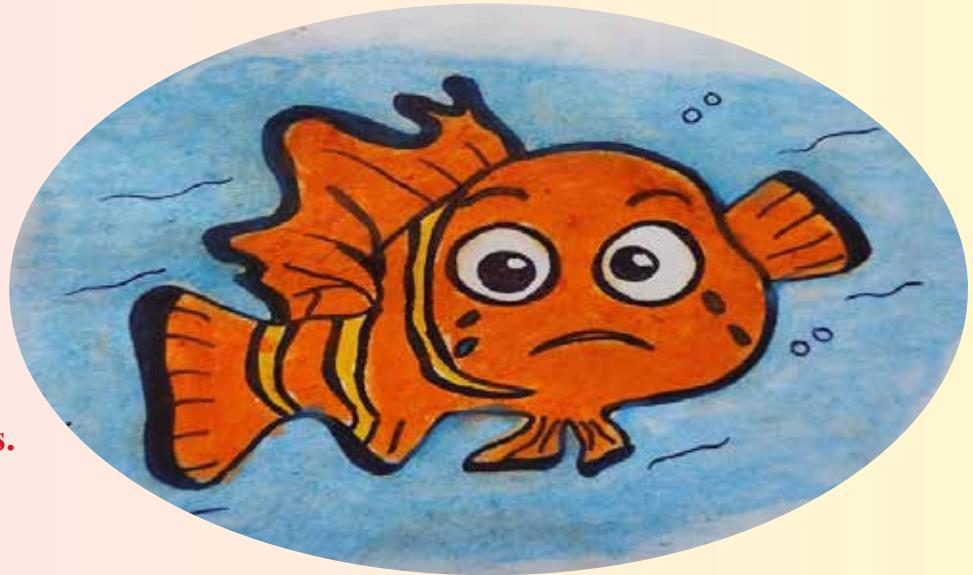


A Little Fish Story



This story is about a little fish living in the sea. He used to be very sad, because he was not as big as others. He always prayed to God to make him a little bigger in size. One day, he got stuck into a net along with his schoolmates. But because he was tiny, he slipped back to the sea while big fishes were emptied into the boat. After that, he never complained about his small size.

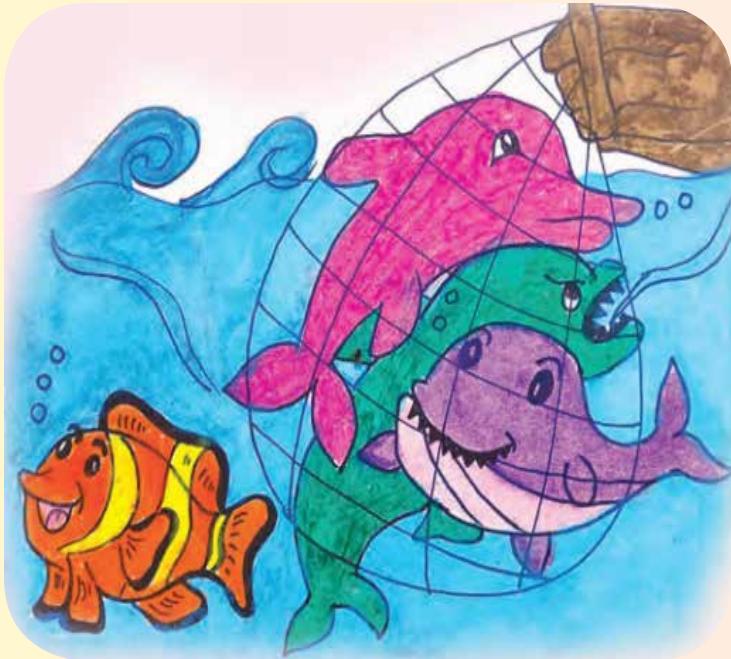
A little fish,
With a small wish,
Lived in a blue sea,
It wanted to grow big,
With a long tail and fins.



One day it was swimming with the rest of his school
Gliding, jumping, wiggling in a blue water pool

That day with no warning,
They were all caught in a net,
Their lives were in danger,
And everyone was scared.

All the big and little fish,
Were shivering with fear,
How to get out of this net,
All the fish were unclear.



But due to small size,

The little fish was lucky,

It wriggled through the mesh,

Hurriedly and quickly.

The little fish was happy,

Swimming freely in the water,

He had no wish,

To grow any bigger!!



The Magic Garden

There was a lovely garden in a school playground. The garden had flowers like marigolds, poppies and pansies.



The garden also had birds and the amazing part was that they all could talk and express that they all loved children. It was indeed a magic garden because it had fairies too.

**Magic garden, magic garden,
Ye...ye...ye...**

**Colourful and mesmerizing,
Ye....ye...ye....**

**Poppies, pansies, marigold,
Sunflower and lots of rose,**

**Shining, blooming, laughing,
Talking and dancing,**



**Flowers are everywhere,
Spreading fragrance in the air,**

**Little children, bubbly children,
Care for the flowers,**

**They water them every day,
Just in few hours,**

**On getting water,
Thirsty roots dance with joy,
Every child is happy,
Be it's a girl or boy,**



**This magic garden has lots of fairies,
They sing and dance with children,
Saying bye to all worries!!**



The Yellow Butterfly

When the butterfly was trapped in a spider's web, Sonu caught it but soon set it free, as by now, he realised it was happy only when it was free.



Sonu wanted to catch the beautiful yellow butterfly. He followed the butterfly from the rose, to the lotus, and, up the peach tree but couldn't catch it.

Magnificent garden,
With the beautiful flowers,
Sonu liked to play,
In cooling fountain showers.



There were flowers of every hue,
Shining and sparkling in a morning dew,
There was once a yellow butterfly,
Hovering over the flowers,
Dancing with fun and joy.



Sonu tried to catch,
That yellow butterfly,
But she was very fast,
And challenged Sonu, “try, try, try.



In a short while,
It sat on a rose bed,
Sonu was chasing it,
In his fast breath.



The butterfly was flying high,

Careless and free,

From the rose, to the Lotus, and, up the peach tree.

Sonu could not see,

Butterfly anywhere,

There was not a sign of it,

Though he looked everywhere.



The poor yellow butterfly,

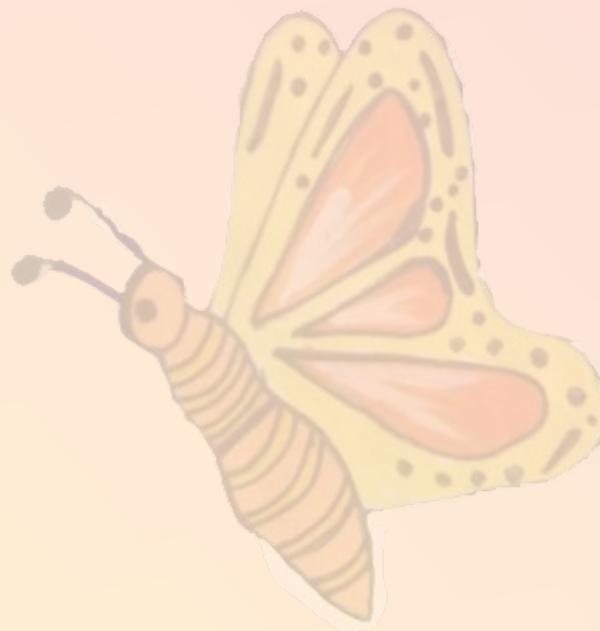
Was caught in a web,

Which a black Spider spread,

With all its strength.



**But Sonu ran fast,
And caught the butterfly,
He saved it from the spider,
And released it to fly high!!**



Little Tiger, Big Tiger

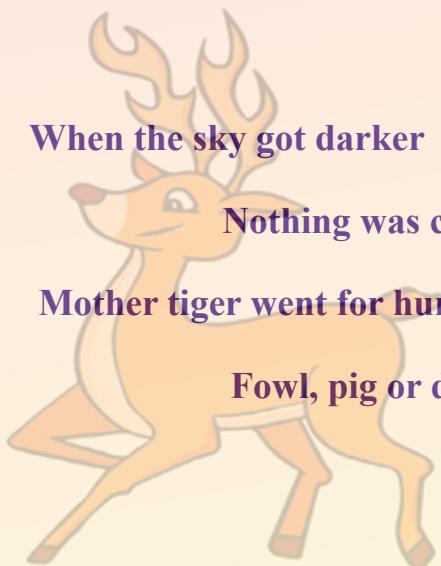
This story is about a mother tiger and her Cub, the little tiger. Both live near the river in the jungle. When it gets dark, mother tiger goes out for hunting, sometimes she doesn't go and just lays down. One day, her little cup tries to catch a frog but gets frightened to see a bigger tiger near him. The loud roar of her mother made that big tiger go away. Thus, the mother tiger saved her cub.



**There was a mother tiger,
Along with her little tiger,
Lived in a shady jungle,
Nearer to the river,**



**When the sky got darker
Nothing was clear,
Mother tiger went for hunt,
Fowl, pig or deer.**

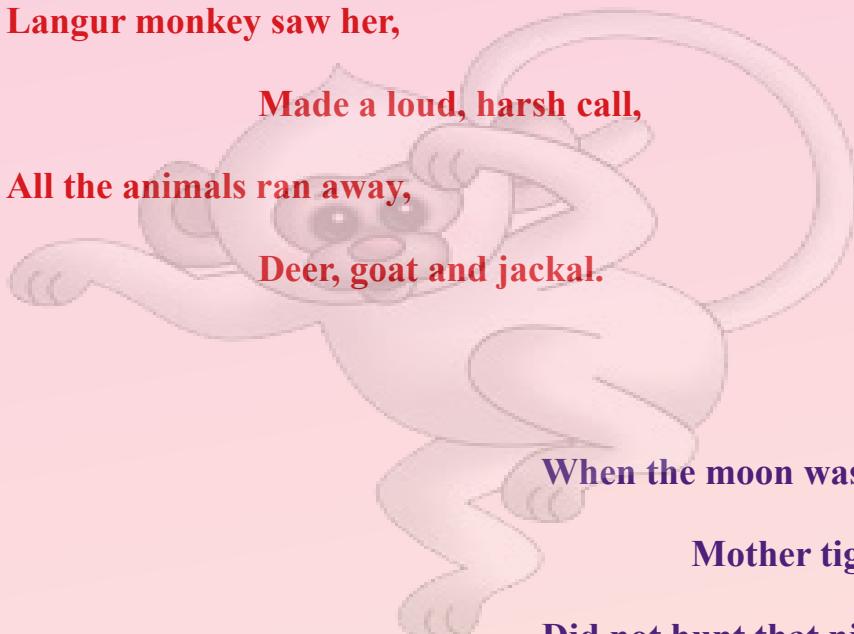


Langur monkey saw her,

Made a loud, harsh call,

All the animals ran away,

Deer, goat and jackal.



When the moon was bright,

Mother tiger lay down,

Did not hunt that night,

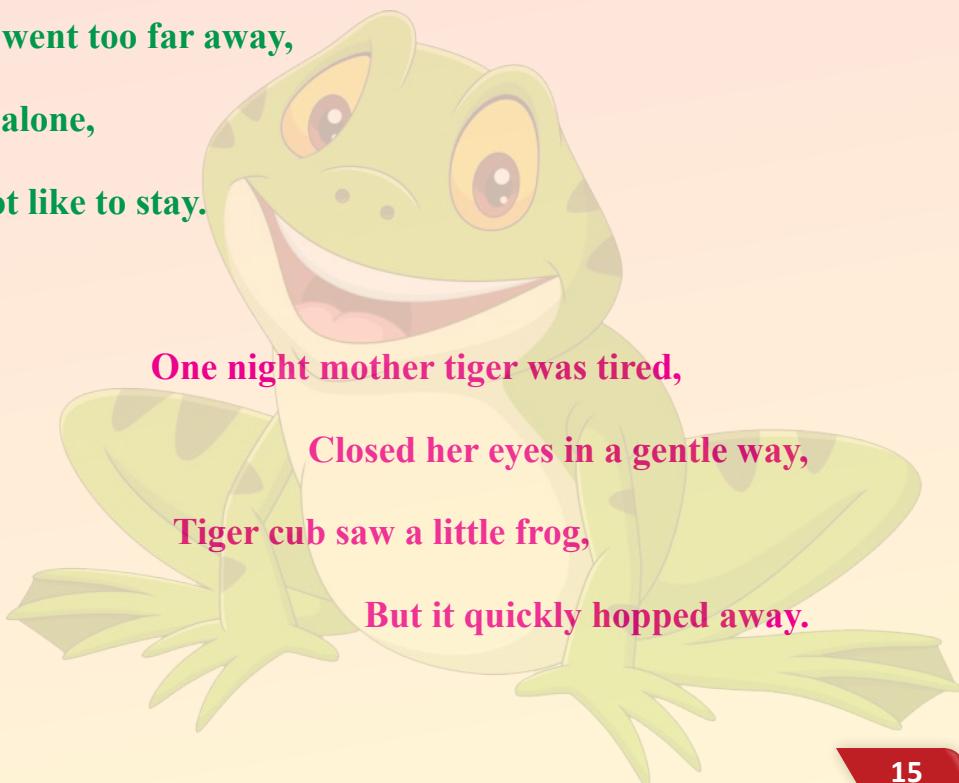
And she waited for dawn.

Mother called him back

If the cub went too far away,

But he wanted to play alone,

And did not like to stay.



One night mother tiger was tired,

Closed her eyes in a gentle way,

Tiger cub saw a little frog,

But it quickly hopped away.



He chased the little frog,

And caught it from the ground,

Eager to show it to his mother,

But unable to see her around.

He saw a huge tiger,

Bigger than his mother,

Little Cub was frightened,

As the tiger came closer

The loud roar of a mother tiger

Filled the Jungle all the way,

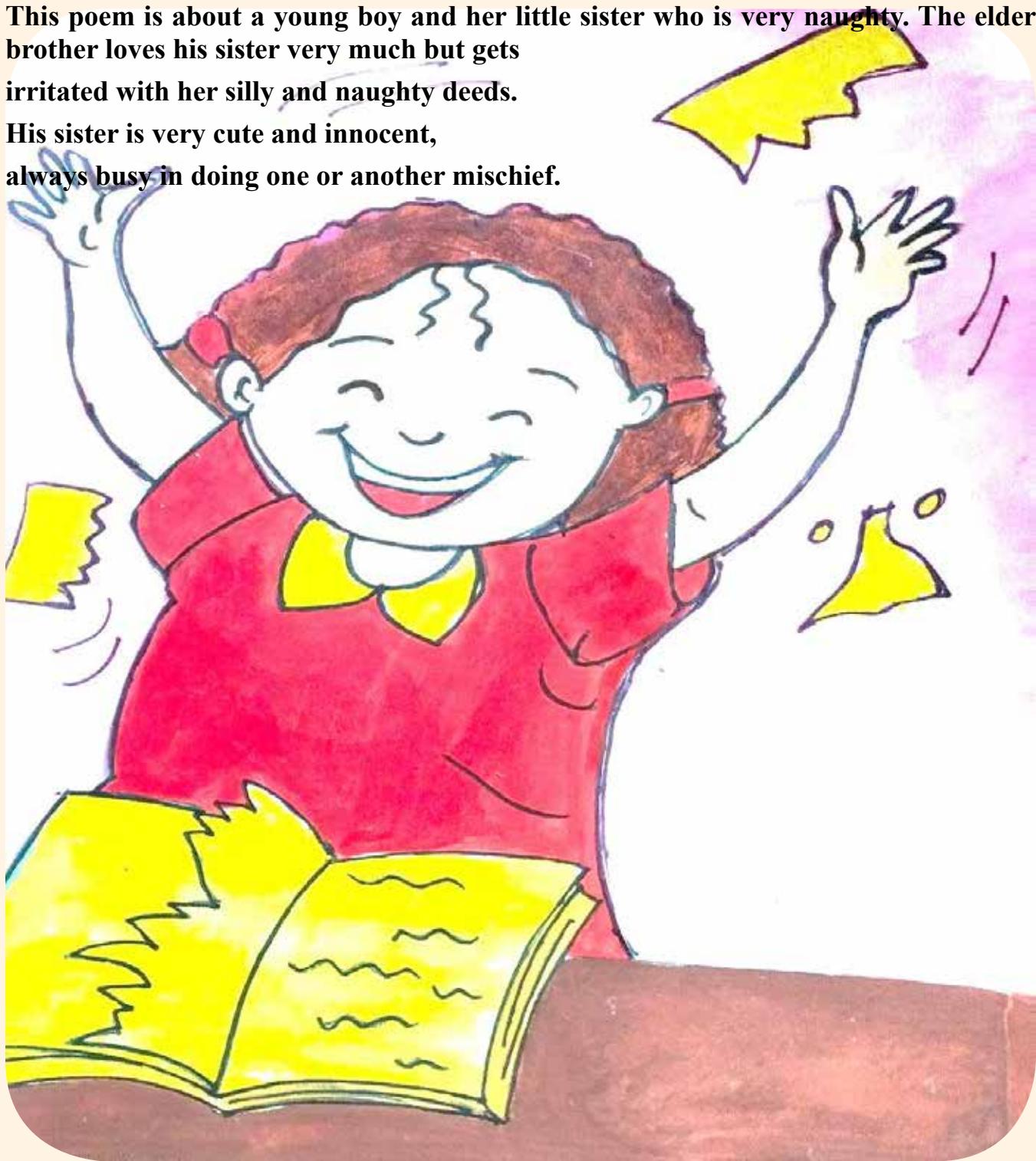
It was a warning, “I am there”

And the big tiger went away.



My Silly Sister

This poem is about a young boy and her little sister who is very naughty. The elder brother loves his sister very much but gets irritated with her silly and naughty deeds.
His sister is very cute and innocent,
always busy in doing one or another mischief.



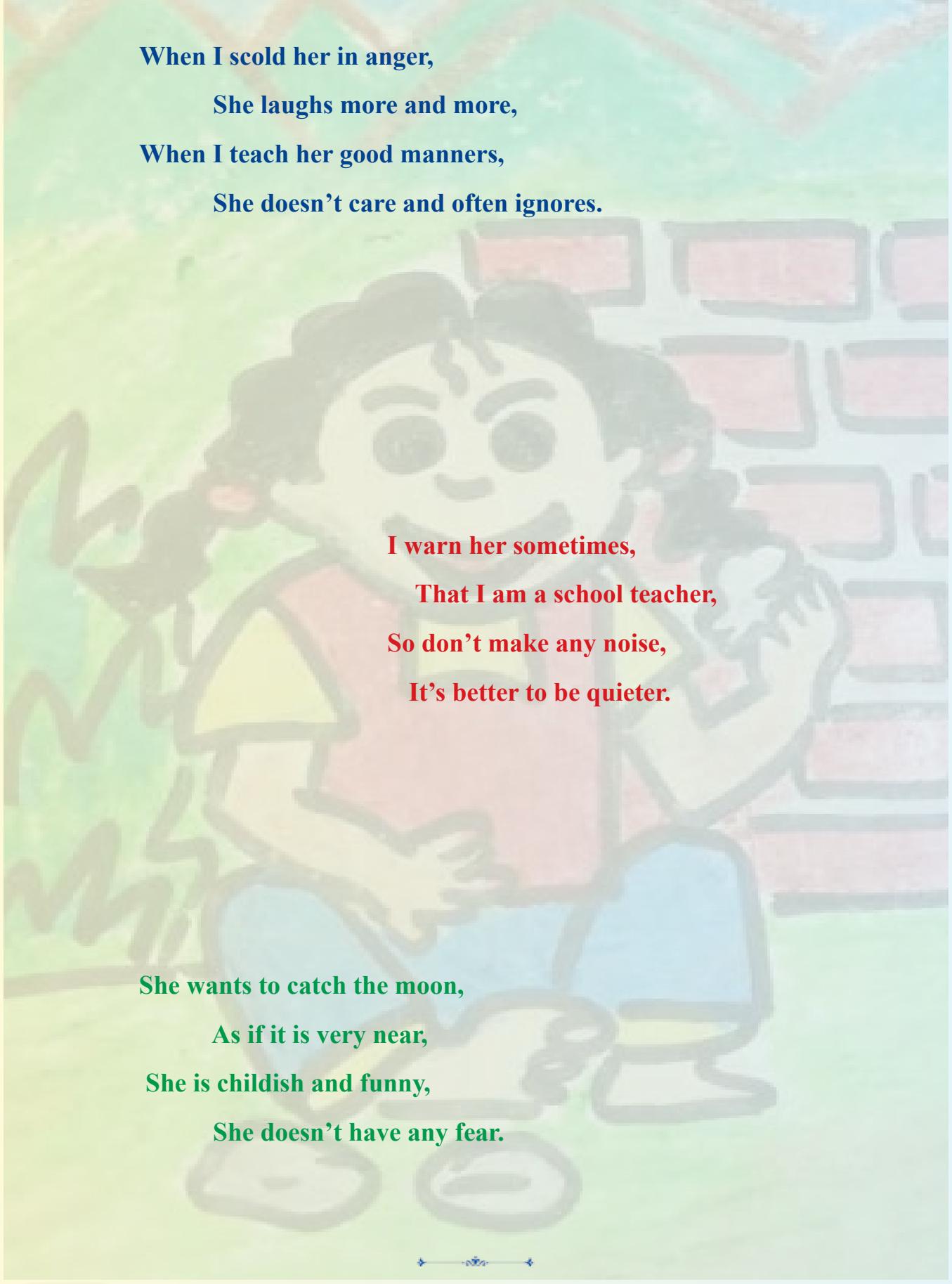
**My little silly sister,
Fights, plays and cries,
She loves me very much,
I can see it in her eyes.**

**My dear mother,
Your baby is silly,
She annoys me very much,
But she is funny really.**



**She finds no difference,
Between street and stars light,
For her both are same,
And thinks she is right,**

**She plays with the pebbles,
And put them in her mouth,
She thinks they are real,
But then spits them out.**



**When I scold her in anger,
She laughs more and more,
When I teach her good manners,
She doesn't care and often ignores.**

**I warn her sometimes,
That I am a school teacher,
So don't make any noise,
It's better to be quieter.**

**She wants to catch the moon,
As if it is very near,
She is childish and funny,
She doesn't have any fear.**

Nina And The Baby Sparrows



Nina was a girl whose aunt was getting married and her family had to move to Delhi for the wedding. Everyone was happy but Nina was not. When her mother noticed that Nina was upset, she asked her why she was not happy. Nina said that she was worried about the little sparrows in her bookshelf whose parents used to feed them. If they locked the house, how would they get their food? Mother provided a solution to the problem, and Nina was happy with it. When she returned home, she saw two young sparrows flying in her room.

Nina, a sweet girl

Was very fond of birds,

She had a group of sparrows,

Whom she loved very much.

Nina and her family had to go for a wedding,

Her aunt was getting married,

What a wonderful feeling!



Everyone was happy but Nina was sad,

She didn't want to go for wedding,

But what's the reason behind that?



She started crying when her mother

Was asking for a reason,

She showed a nest of sparrows

In her room on the bookshelf.

Mummy, papa, baby sparrows,

Lived in the nest,

“If we all go for a wedding,

Who will feed them? Please tell

Our home will be locked,

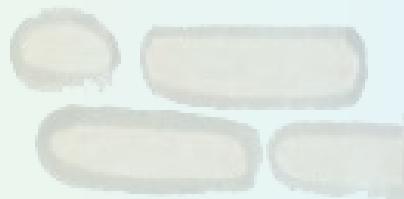
And the sparrows can't go out,

In dearth of food and water,

They will all yell and shout”



Mother of Nina,



Was very kind and gentle,



She rest assured Nina,

“Don’t worry, let me handle”

We will leave the window open,

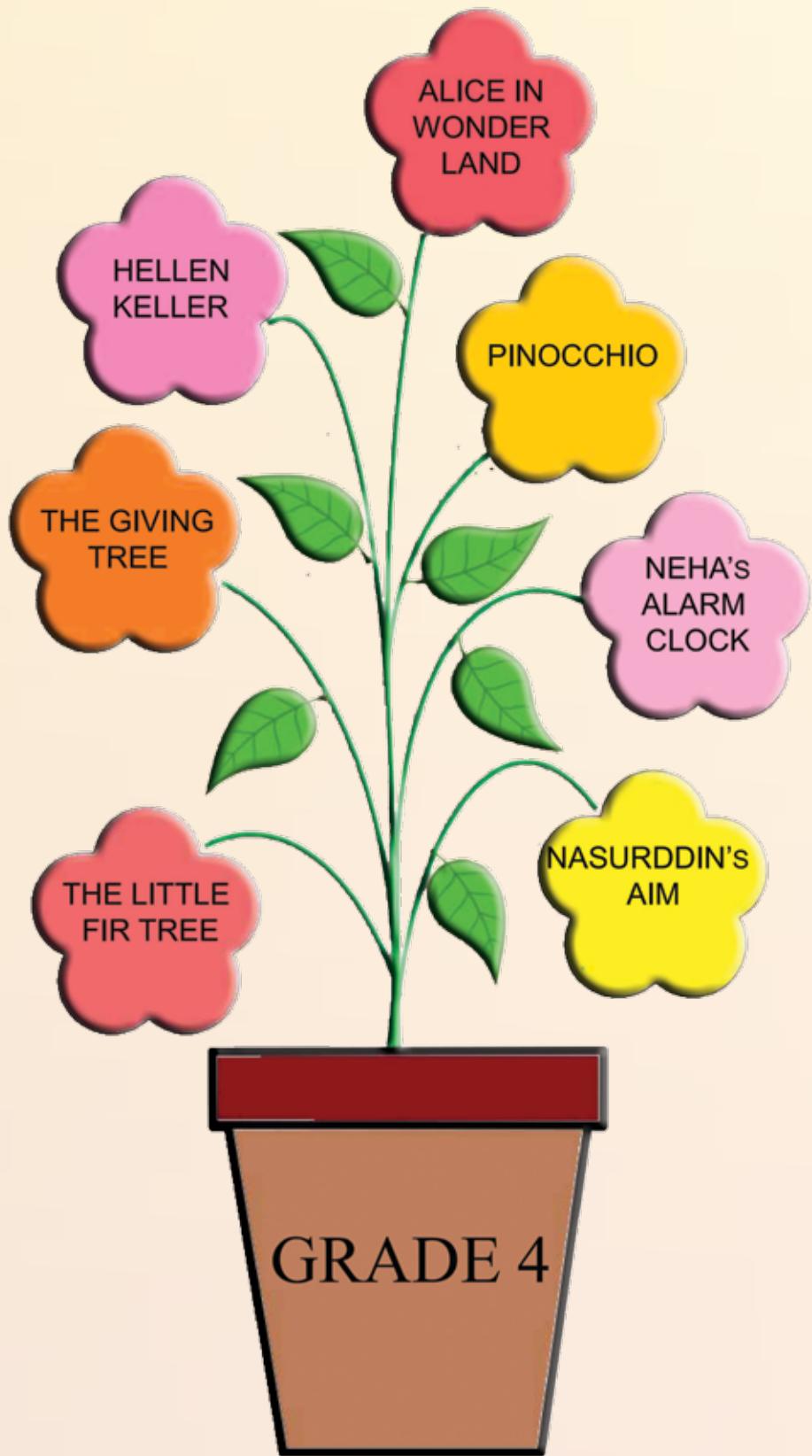
So that sparrows come and go,

They can feed their babies,

Will not be hungry anymore”

The sparrows of Nina,
Have got the safest place,
Now she is heading for a wedding,
With a smile on her face.

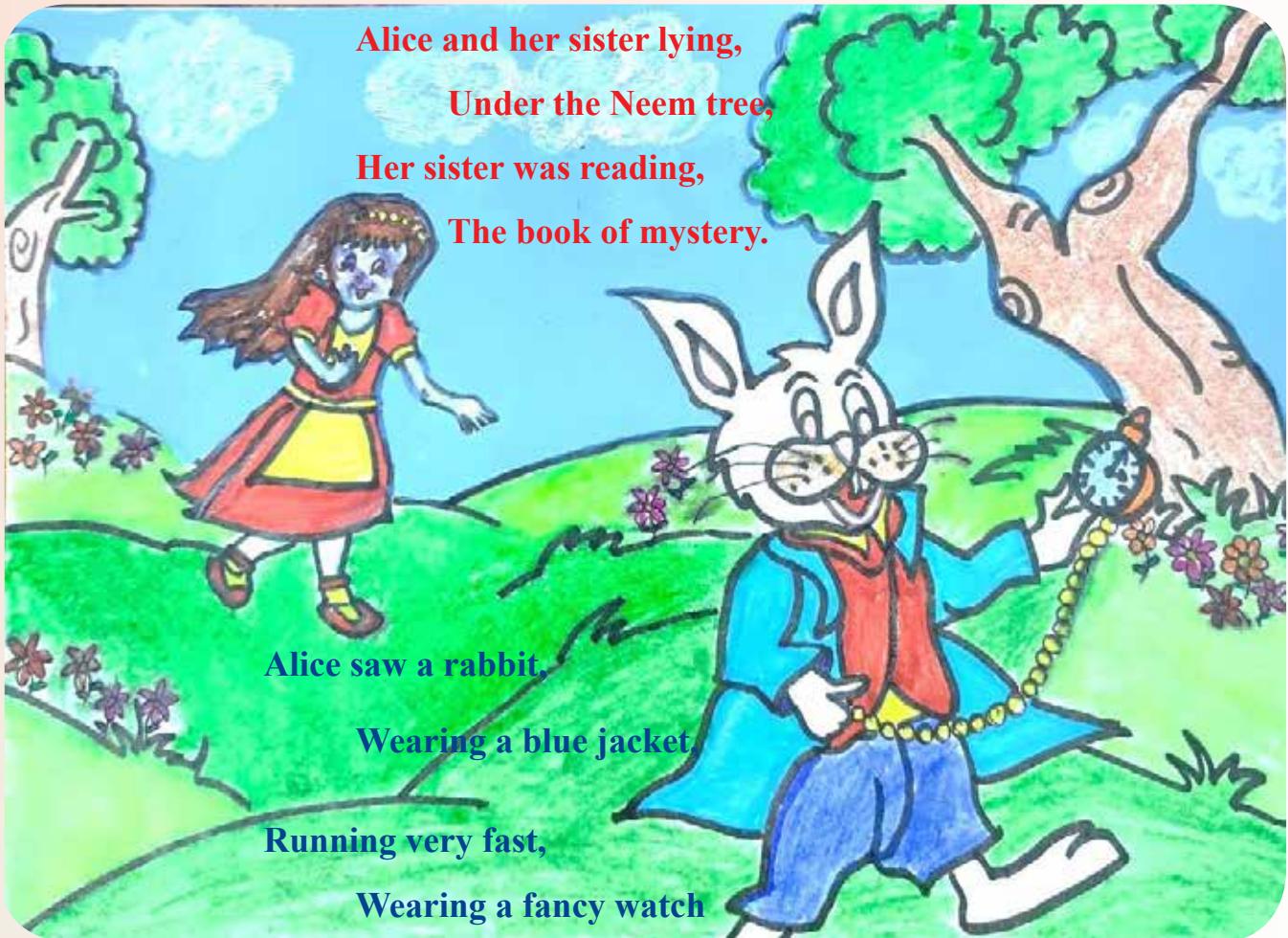




Alice in Wonderland

This is a poem about a girl named Alice. In her dream, she went to a wonderland where many amazing things happened like Rabbit was speaking, wearing clothes and going to the office. She saw a wonderful garden and fountain but the door was too small to enter.





Alice and her sister lying,

Under the Neem tree,

Her sister was reading,

The book of mystery.

Alice saw a rabbit,

Wearing a blue jacket,

Running very fast,

Wearing a fancy watch

She followed the Rabbit,

Popped into the hole,

And slipped like bear,

Fell on the dry leaves pole.

She saw a talking rabbit,

Running in the premises,

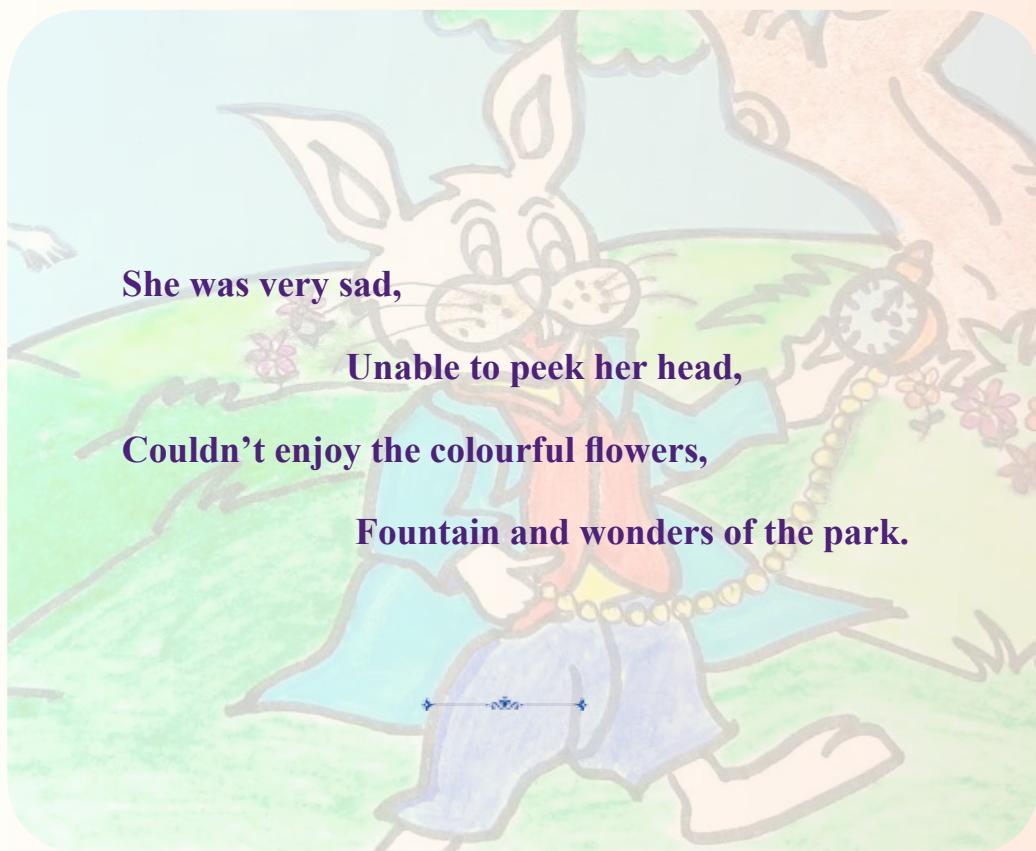
He disappeared by saying,

“Getting late for the office”

**She found a fifteen inch door,
And a golden key on the floor,
Then, she opened the door,
And found a garden full of rose.**



**As the gate was small,
She wished she could crawl,
She imagined herself,
Lying on a bed of flowers.**



Helen Keller

This story is about a deaf-blind girl Helen Keller and her teacher Anne Sullivan. Due to the patience and creativity of the teacher, Helen was able to learn reading, writing and communicating. She got higher education with the support of her teacher.



Helen and
her teacher
got many
awards for
doing
extraordinary
work in the
field of
humanity.

**Helen was a brave girl
Living with her parents,
Suffered from fever,
No one could cure her.**

**After some time, she got healthy,
Parents found something fishy.
Though she was smart and bright,
But could not hear and no eyesight.**

**She used to cry a lot,
Unable to say what she thought
People used to say that she could not learn,
But parents had full faith and concern.**



**A kind hearted person,
Her name was Sullivan,
Being a wonderful teacher,
Was ready to teach her.**

**Sullivan used to draw,
Special symbols on her hand,
But what was going on,
Helen could not understand.**

**Sullivan started to match
Objects with word-spellings
Helen finally understood,
Words and their meanings.**



PINOCCHIO

This story is about a carpenter who found an amazing wood. He decided to shape this piece of wood into a boy. The puppet boy troubled him and others too. But he was sad as every time, he troubled someone, his nose grew a little giving him pain. Then, he requested the carpenter to make him a boy again.



A carpenter used a plane
On a strange talking wood,
He decided to make it,
A handsome puppet dude.



While he was creating
Strange things were happening,
Eyes were moving,
Mouth was laughing,
Hands were snatching,
And nose was growing.



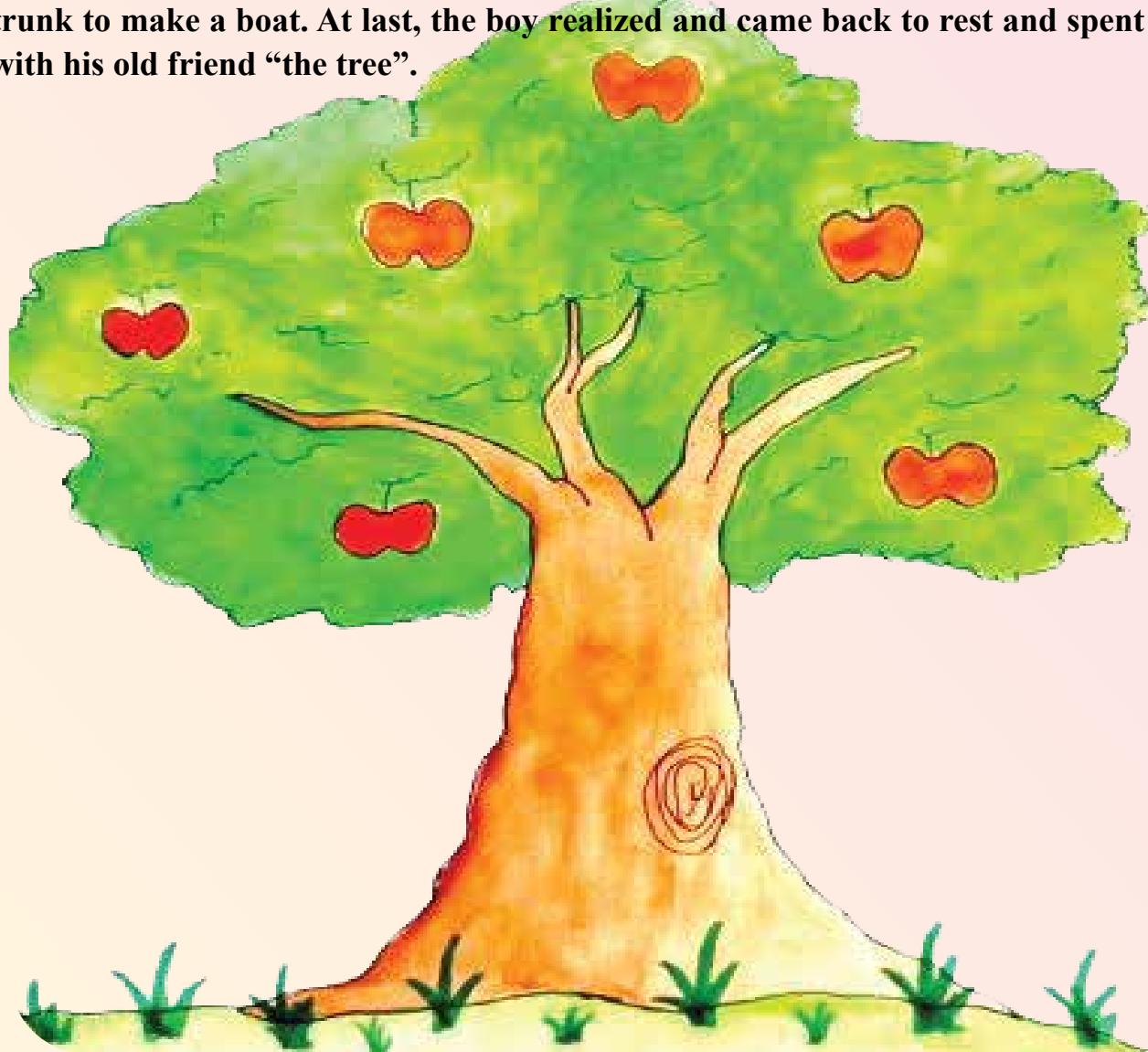
Carpenter jumped with joy
As it was no longer a toy,
He kept his name “Pinocchio”.
Who was a naughty boy.

It was the carpenter’s dream
To send him to a school,
But the boy was too rude,
And did not follow any rule.

Each time he troubled someone
His nose would expand,
Unable to bear this pain,
Carpenter made him lad again.

The Giving Tree

This story is about a boy and a tree. The Tree was always happy to offer something to the boy as it loved his company. The boy was selfish and always demanded some or other things from the tree. The tree happily fulfilled all his demands. It gave him the apples to make some money, gave its wood to make a house for him, it even gave its trunk to make a boat. At last, the boy realized and came back to rest and spent time with his old friend “the tree”.



How do you feel when you help someone?

This is a story of a tree and a selfish human.

There was a tree,

That loved a little boy,

Used to visit it regularly,

To seek some fun and joy.

The tree always gave something,

To make him happy,

Once it offered him the apples

To sell and earn some money.

The tree was left alone,

As the boy went away,

But as the time passed,

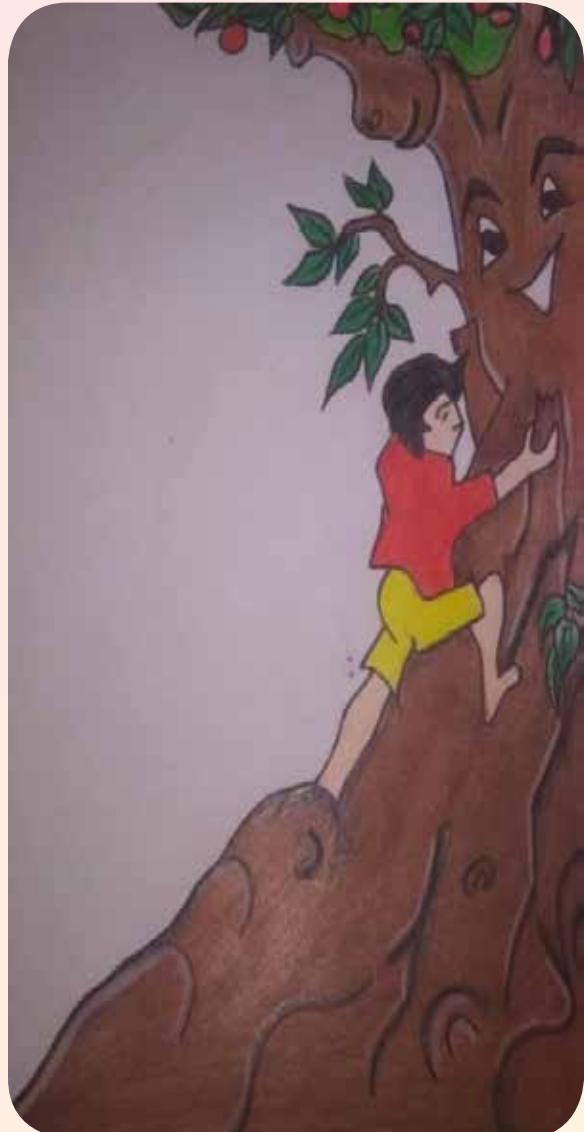
He came back again.

The boy grew older,

And became a man.

To fulfill his needs,

Visited the tree now and then.



**The tree offered its branches,
Calmly and happily,
As the man needed a house,
To live with his family.**

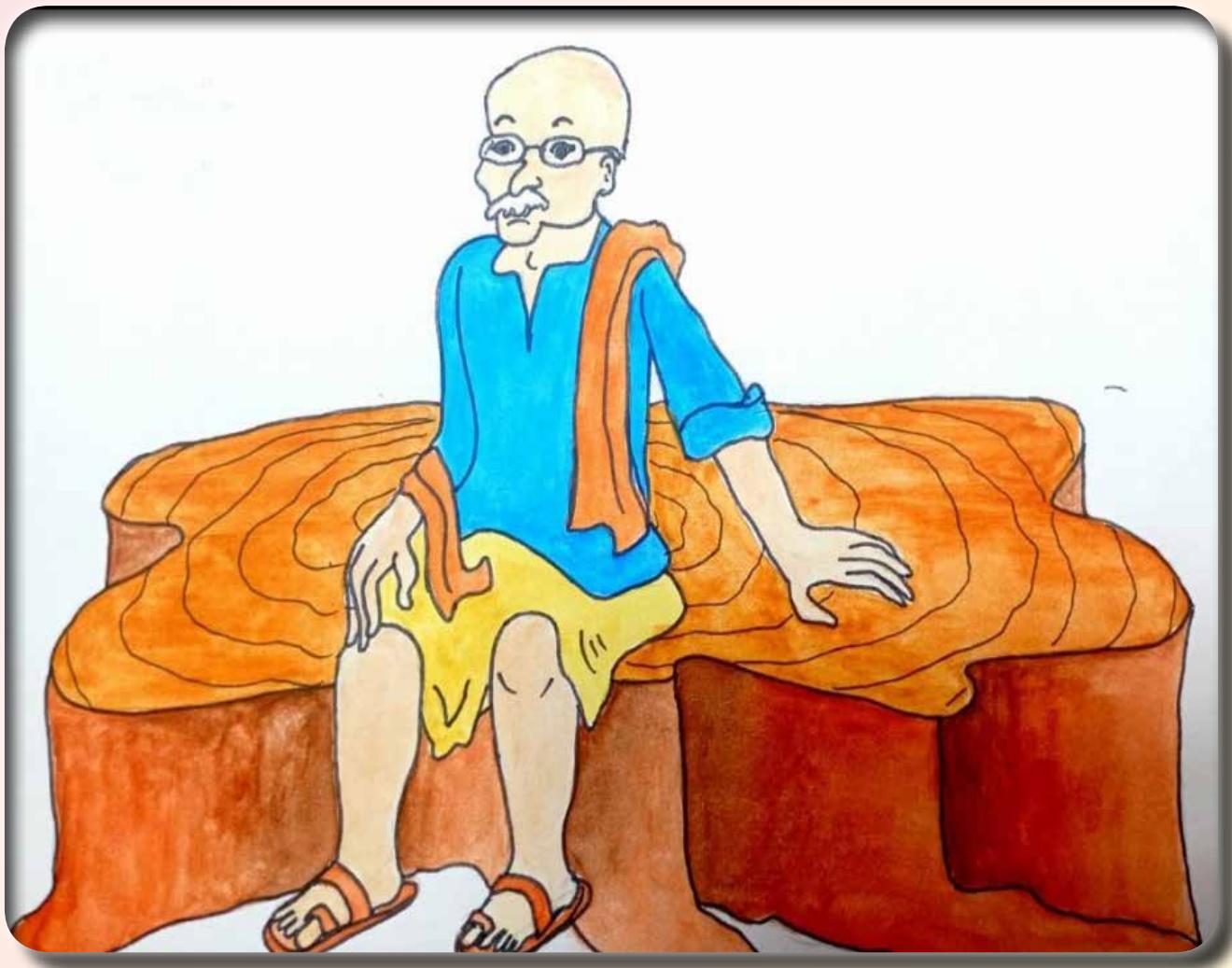


**The tree was left alone,
As the man went away,
But as the time passed,
He came back again.**

**It offered him the same,
“What can I do for you?”
As the tree was not selfish,
His love for a man was true.**

**This time the man demanded,
A boat to take him away,
So with its trunk,
A boat was made to sail away.**

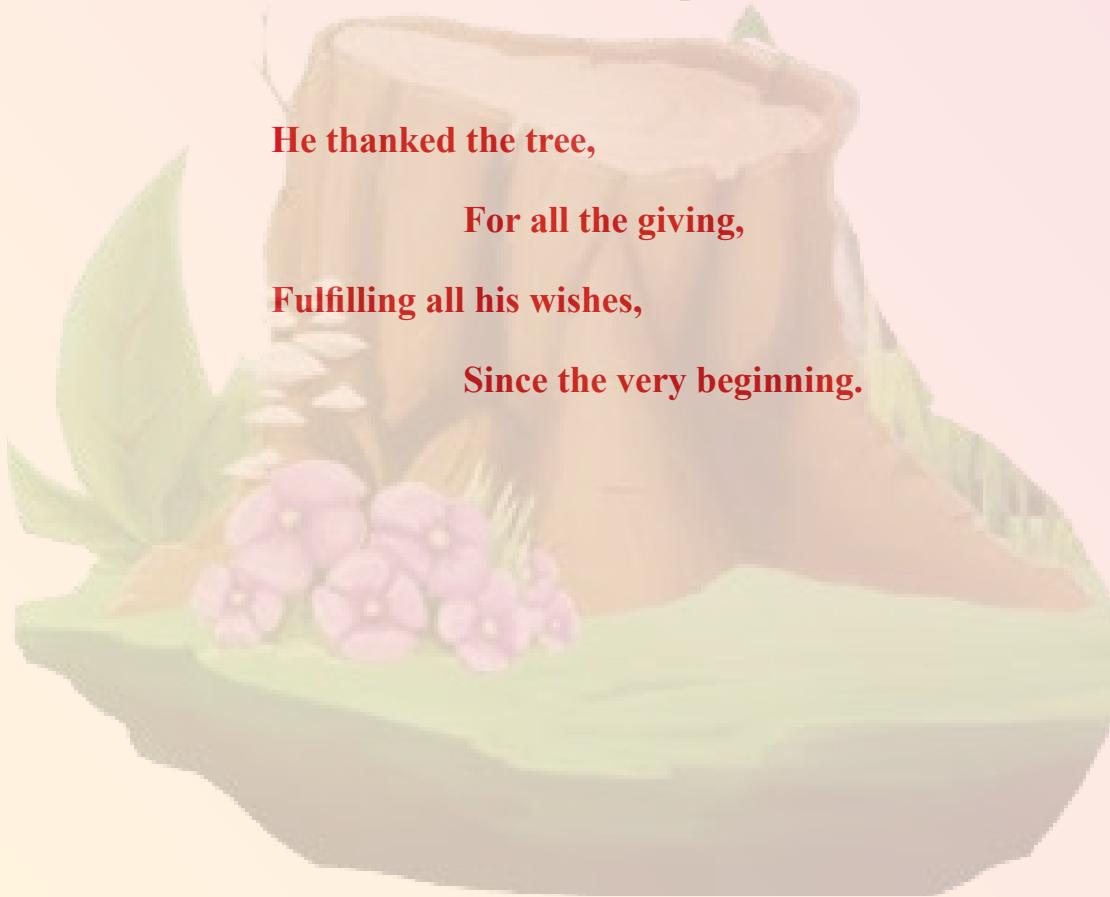
**A boat was made,
With its strong trunk,
The poor tree was left only,
With a small piece of stump.**



**After a long time,
The man came back again,
Tree had nothing to offer,
So it was in a deep pain.**

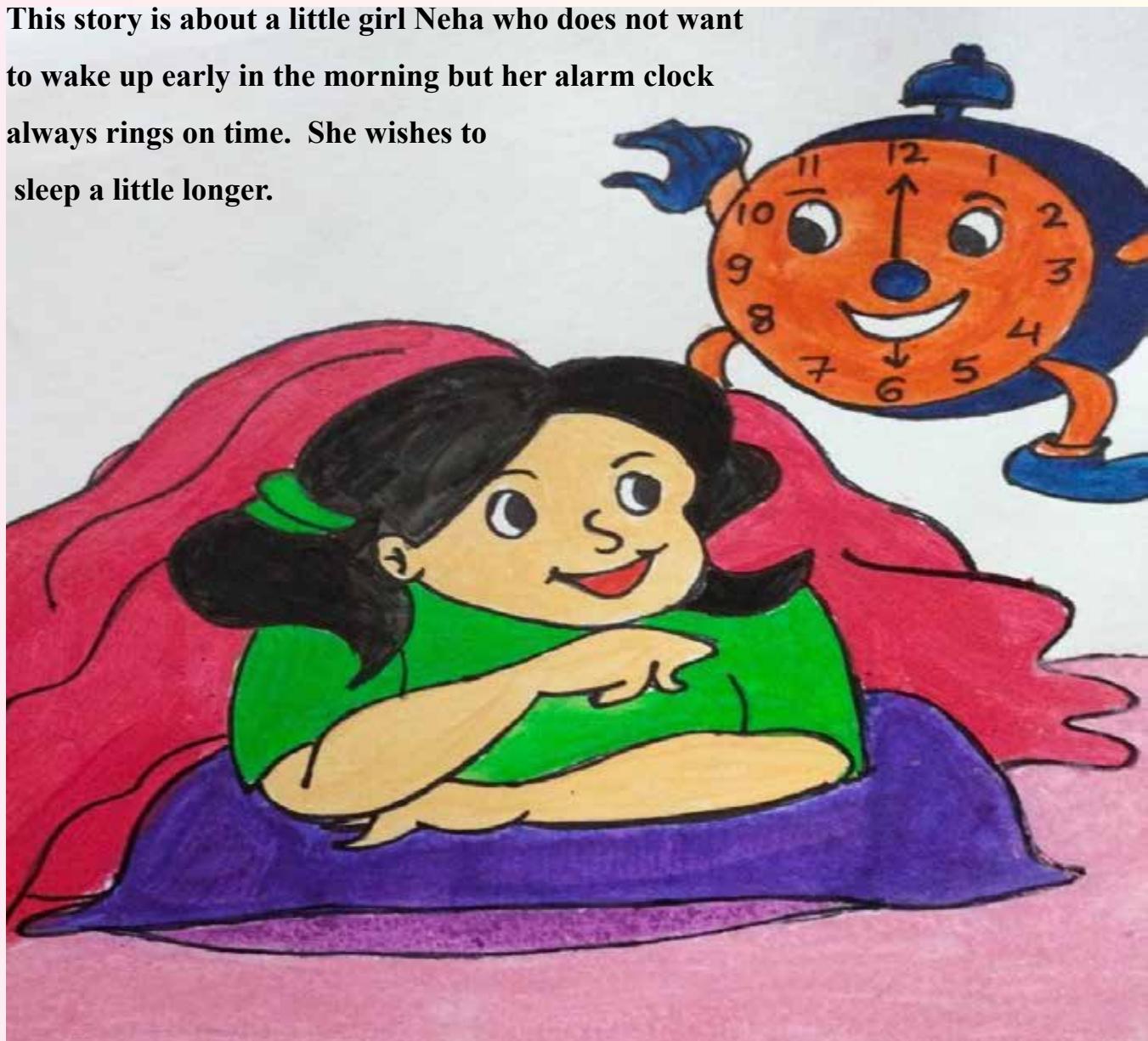
**The man became old,
Tired and depressed,
No more demands,
Sat on a stump to take a rest.**

**He thanked the tree,
For all the giving,
Fulfilling all his wishes,
Since the very beginning.**



Neha's Alarm Clock

This story is about a little girl Neha who does not want to wake up early in the morning but her alarm clock always rings on time. She wishes to sleep a little longer.



But her wish is never granted because there is an internal clock within her which makes her wake up on time even when the alarm clock does not ring.



Ring-ring, ring-ring, ring-ring

Wake up! Dear Neha, it's a new morning.

Daily in the morning

Alarm clock rings at six,

Poor Neha makes a face,

Snuggles and doesn't want to sit.

She wants to sleep a little longer

But clock always rings at time,

She wishes this clock would,

Forget its job sometime.

Ring-ring, ring-ring, ring-ring

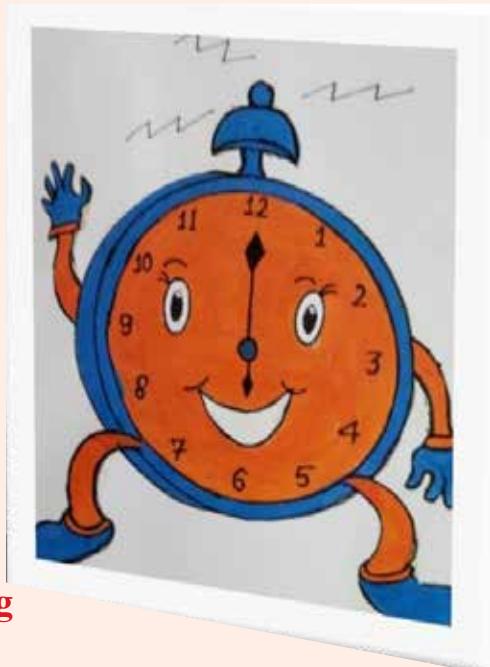
Wake up! Dear Neha, it's a new morning.

Oh! The clock has fallen

Neha is so happy,

Birds at the window-chirping,

But she is still very sleepy.



Ring-ring, ring-ring, ring-ring

Wake up! Dear Neha, it's a new morning

“I want to sleep longer”

Poor Neha wishes.

The wish is granted next day,

No bird seen in the premises.

She is so happy now

Will sleep for a longer time,

But there is someone else,

Who comes with all its sunshine.

Ring-ring, ring-ring, ring-ring

Wake up! Dear Neha, it's a new morning.

“Oh! My eyes, now it's the sun

Who woke me early up,

I could sleep a little longer,

If sun does not disturb”

And the wish is granted

Sun is behind the cloud,

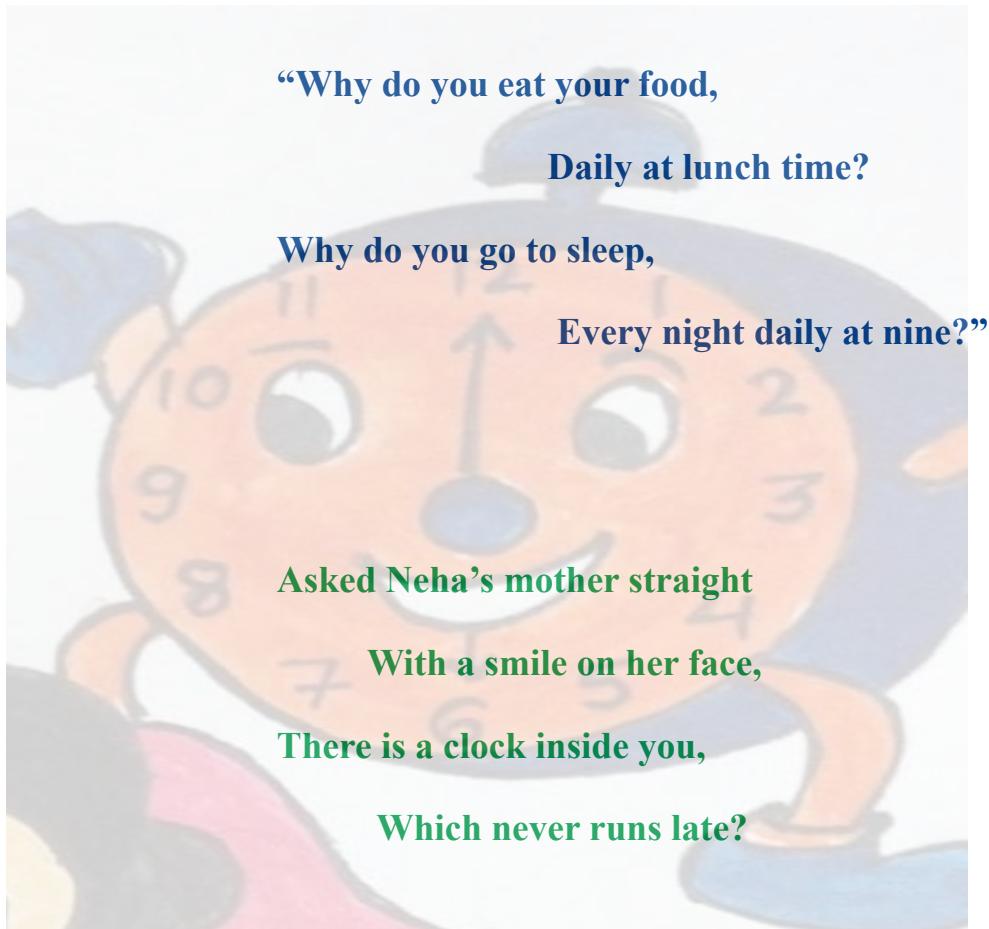
But poor Neha wakes up again,

As her mother is calling loud

Ring-ring, ring-ring, ring-ring

Wake up! Dear Neha, it's a new morning.

**There is no escape now
She has to get ready for the next day,
But, who made her wake up,
As alarm clock was kept very far away.**



**Asked Neha's mother straight
With a smile on her face,
There is a clock inside you,
Which never runs late?**

**"It tells you when to sleep,
When to eat, when to wake up,
Oh! Mother, this is wonderful,
I am happy with this set up."**

Nasruddin's Aim

The poem is about a man named Nasruddin who was very clever to defend his words and was never disappointed by what everyone said about him. He always believed in himself. Once, he declared to his friends that he was the best in archery. Friends made fun of him when he missed the target but he continuously tried and finally hit the target.



Once upon a time

**Nasruddin, the famous guy,
Used to praise himself a lot,
That he could hit the target's eye.**

Once a friend of his

**Brought bow and arrow,
Asked him to prove,
That he was the archery hero.**

Nasruddin took up the bow

**Set up the target with an arrow,
Aimed at the target,
But missed the mark of the throw.**

Friends made fun of him

**But he was very clever,
“Not me, it was Asim”
Smartly able to cover,**

He again set the aim

**But missed the goal again,
Friends had a great laugh,
“Not mine, it was guard Imran”**

He again set the bow and arrow

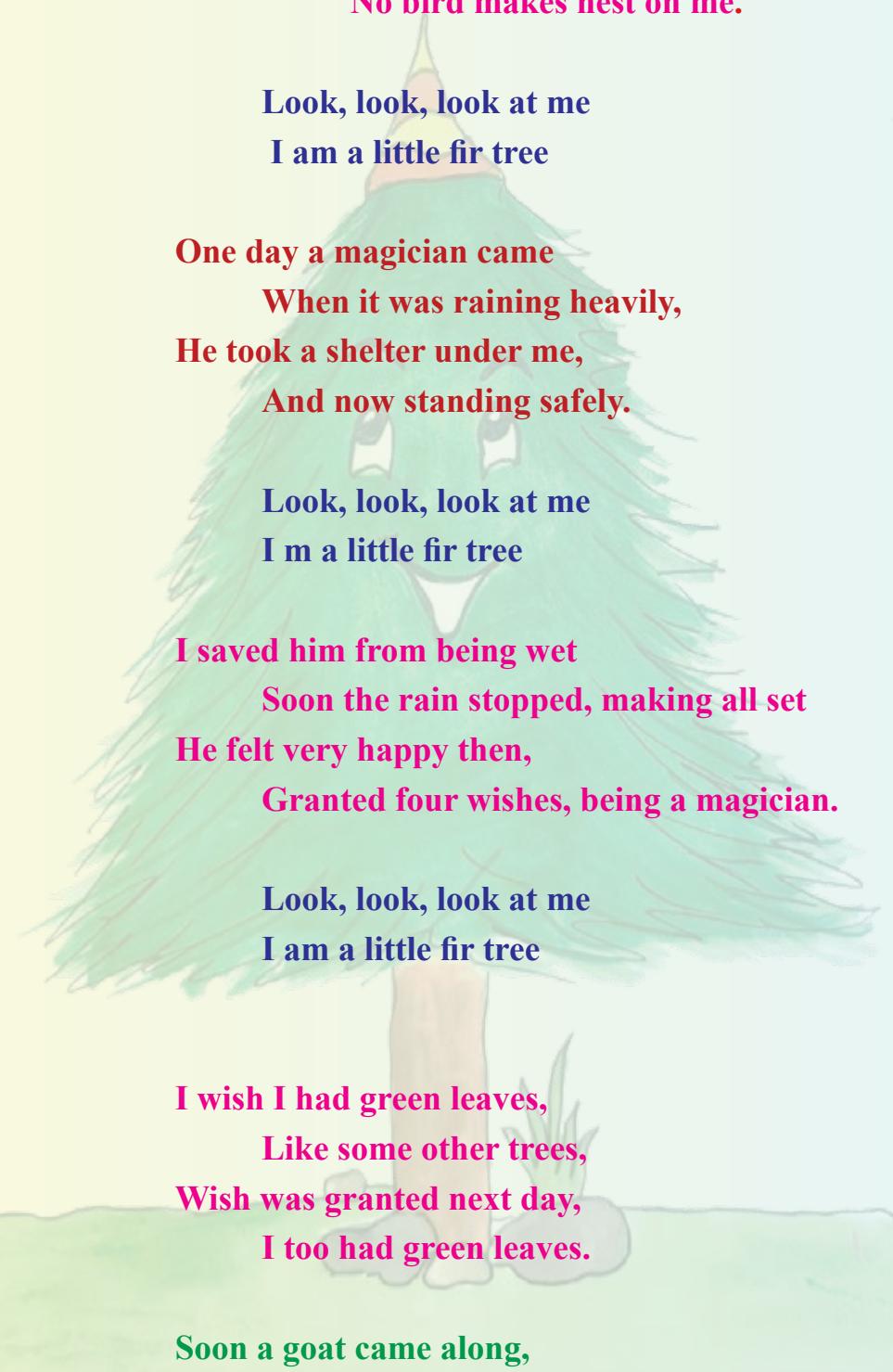
**Finally, the aim was hit,
Now he was very happy,
And became a “Super Hero”**



THE LITTLE FIR TREE

This poem is about a little fir tree, that has needle shaped leaves. One day, it saves a magician from being wet during heavy rains. The magician grants four wishes to it. The fir tree wishes three times but something goes wrong every time. So, ultimately, it wants to be the same again in its last wish and the wish is granted.





**Look, look, look at me
I am a little fir tree,
Sad to have needle leaves,
No bird makes nest on me.**

**Look, look, look at me
I am a little fir tree**

**One day a magician came
When it was raining heavily,
He took a shelter under me,
And now standing safely.**

**Look, look, look at me
I m a little fir tree**

**I saved him from being wet
Soon the rain stopped, making all set
He felt very happy then,
Granted four wishes, being a magician.**

**Look, look, look at me
I am a little fir tree**

**I wish I had green leaves,
Like some other trees,
Wish was granted next day,
I too had green leaves.**

**Soon a goat came along,
Ate all my green leaves,
I wish I had gold leaves,
As goat doesn't eat gold leaves**

Look, look, look at me

I am a little fir tree



Look, look, look at me

I am a little fir tree

I like my old needle leaves,

As they are the best,

Goats don't eat them,

Birds don't make nest,

Men don't steal them,

Winds don't break my chest.

Look, look, look at me

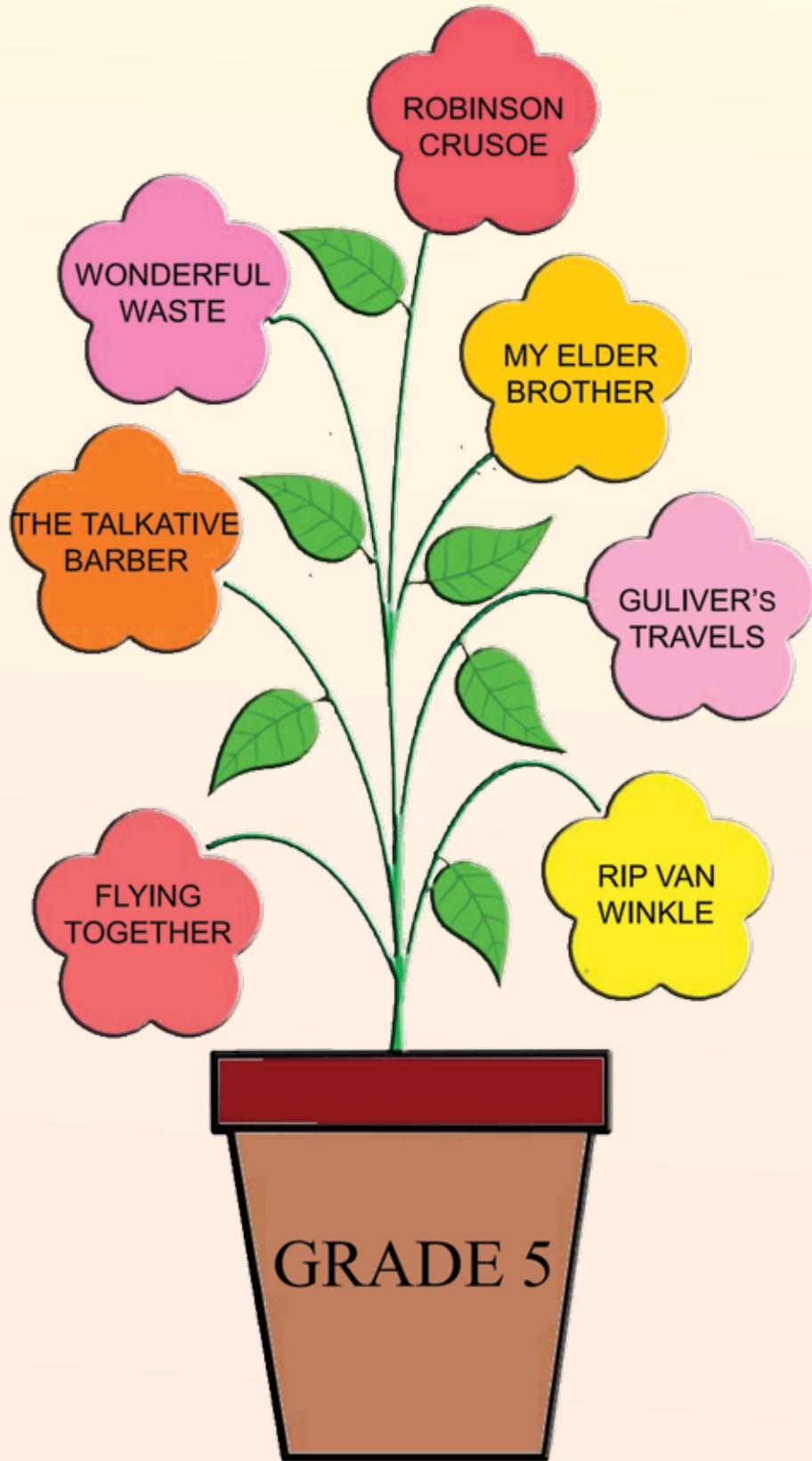
I am a little fir tree

Happy to see the needle leaves

Last wish was granted very soon,

Little fir tree back again,

Shining and sparkling in the moon.



Robinson Crusoe

Once, Robinson Crusoe, a traveller was stranded alone on an island.



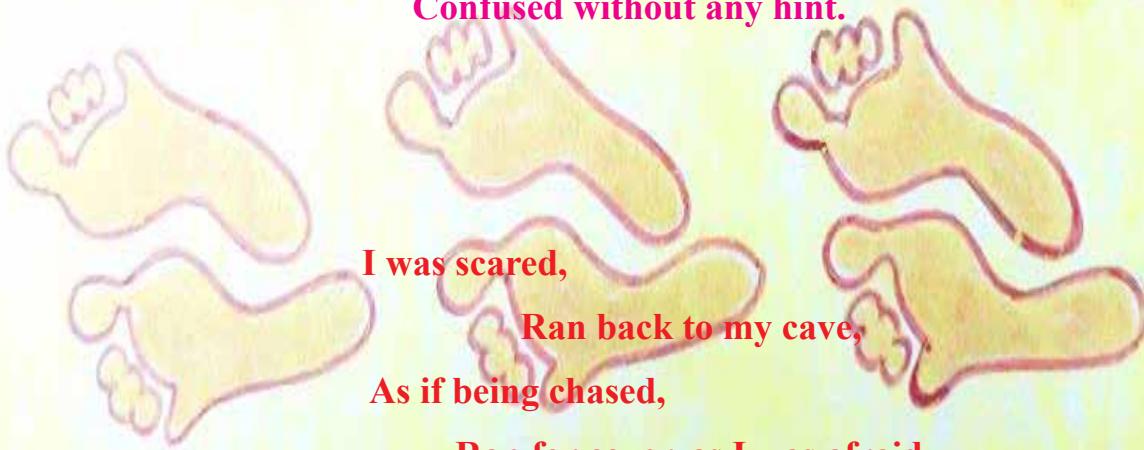
He could see no one around. He lived in a cave safe and sound. One day, he noticed a big footprint near the sea shore. Then, he was scared and kept wondering about that footprint.

Once on a sea shore,

Amazed was I to see a Footprint,

I looked all around to know more,

Confused without any hint.



I was scared,

Ran back to my cave,

As if being chased,

Ran for cover, as I was afraid.

I thought it to be a savage,

He could have seen my boat,

What if he returns?

My stomach began to bloat.



Trapped in fear all over,

After a day full of peace,

I gathered some courage,

Reached the shore to be at ease



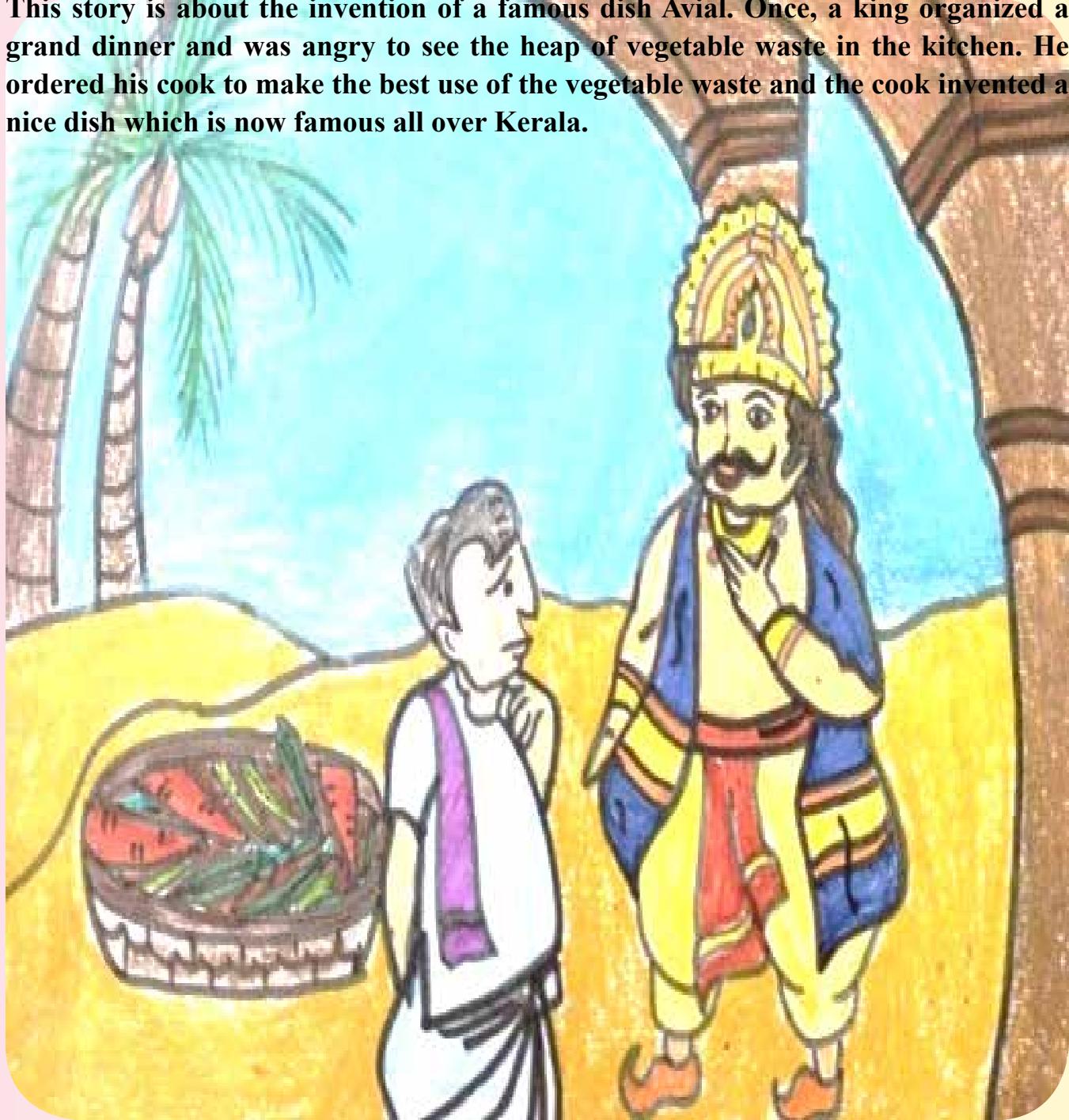
Idea was to know,
The size of the footprint,
It came out to be a big one,
I never had the hint.



**My fear was back,
As I got the hint
So I rushed back home,
Looking at the big footprint**

Wonderful Waste

This story is about the invention of a famous dish Avial. Once, a king organized a grand dinner and was angry to see the heap of vegetable waste in the kitchen. He ordered his cook to make the best use of the vegetable waste and the cook invented a nice dish which is now famous all over Kerala.



Nothing is wasted

In this world,

Do some magic with garbage,

And make it worth.

This is a story

Of such a wonder,

A delicious dish was made,

Out of blunder!

A maharaja ordered

A grand feast one day,

And went to the kitchen,

For a quick survey.

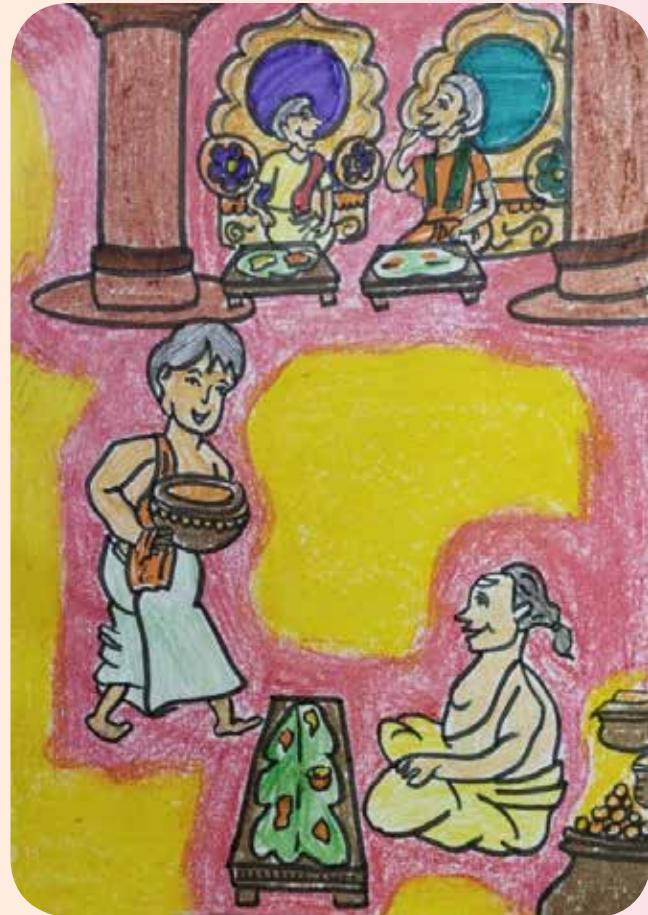


He asked the reason for

Keeping the scraps aside,

“The waste will be thrown”

The cook replied.



Maharaja was surprised

To see the corner table,

A huge heap of scraps,

And the wasted vegetables.



“You cannot waste all the
Leaves, roots and stem,
Don’t just throw,
Find a way to use them”

The cook started to think,

An idea popped in his mind,

Gathered the utensils,

All the ingredients combined.

Washing the cut vegetables

Cooking in a huge pot,

Adding curd, coconut, chillies

And a few garlic pods.

A delicious dish was ready

Tempting and smelling so good,

Everyone was eager to know,

What was made by the cook?

Thus a famous dish

Named Avial was made,

Imagine, it was discovered,

From a basket of waste.

My Elder Brother

This story is about two brothers. One is young and careless, the elder one is responsible who keeps guiding the younger one. Both are studying in the same school but the irony is that the younger one, who is not serious about studies, always passes the exam. The elder one always fails.



In the end, however, it is explained that the elder one is also supporting and taking care of family responsibilities, as parents are old and illiterate.

A boy named Munna

**Loved to play,
Found study boring,
Couldn't sit still and stay.**

Here came his Bhaiya

**His elder brother,
With all his wisdom,
And strict timetable.**



The young poor Munna

**Had nothing to say,
Only to follow and listen,
Without any fun and play.**

Nagging and scolding,

**Was the part of his life,
He felt so helpless,
With tears in his eyes.**

Result was declared

**And Bhaiya had failed,
But Munna had rocked,
As he had topped.**



Same old nagging

Munna had no respite,

As if he was being,

Watched by the spies.

Results were out once again

Munna passed, bhaiya failed again,

Munna was happy and proud,

Bhaiya was wrong and loud.

Bhaiya then sat with him

On one free day,

Shared all his problems,

That came all his way.

Engrossed in family chores

Being the elder one,

Parents were illiterate,

He was a responsible son.

Munna was lucky

To have a doting brother,

His teachings made him,

More focussed and clear.

Real success in life

Comes with hard work,

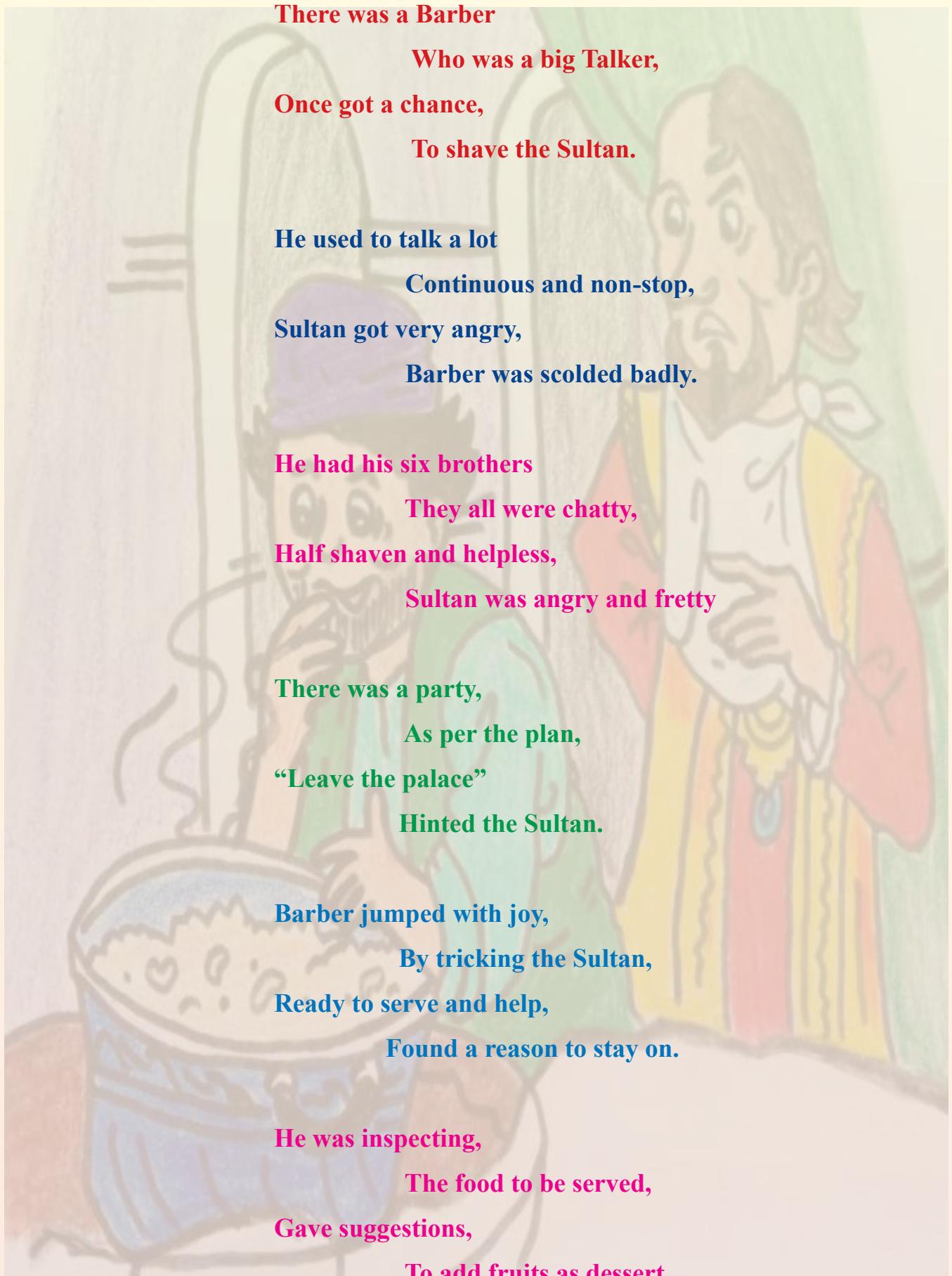
Life is full of challenges,

With no place for jerks.

The Talkative barber



It is a funny incident of a talkative barber who tricks the Sultan (emperor) to grant him a favour despite the fact that the Sultan is actually very angry at him.



There was a Barber

**Who was a big Talker,
Once got a chance,
To shave the Sultan.**

**He used to talk a lot
Continuous and non-stop,
Sultan got very angry,
Barber was scolded badly.**

**He had his six brothers
They all were chatty,
Half shaven and helpless,
Sultan was angry and fretty**

**There was a party,
As per the plan,
“Leave the palace”
Hinted the Sultan.**

**Barber jumped with joy,
By tricking the Sultan,
Ready to serve and help,
Found a reason to stay on.**

**He was inspecting,
The food to be served,
Gave suggestions,
To add fruits as dessert.**

**Half shaved Sultan,
Had no option or choice,
He was complying with the barber,
As if he had no voice.**



**The razor was on
Sultan had a great feel,
Shaving was done nicely,
Which was the real deal.**

Gulliver's Travels

Gulliver, a sailor was famous for his adventure trips. Once he got trapped on an island where giant people lived. This poem talks about his fears, adventures and challenges while he was there.



It was 16th of June

1730 was the year,

Barren and rocky,

That land was so near.

Looking all around

Without any fear,

I was left behind by my crew,

What to do, oh! My Dear.

I was surprised

As a Giant appeared,

It was a Shock,

And I was in fear.

In the vast cornfields

I ran around to hide,

Only to escape,

From so many Giants.

They were all farmers

The one with the hook,

Picked me up high,

Amused by my look.



I trembled with fear

And a shivering tone,

One of the farmers,

Took me back home.

Poor Gulliver, that was me

Now just a small toy,

Helpless and hopeless,

Without any joy.

Sometimes a cat, "big and wild"

Sometimes a naughty huge child,

Would freak me all over,

And put me in a great danger.

Once the giant kid,

Put me in his mouth,

Like an apple pie,

And I was about to die

The farmer had a wife

Who was very kind,

She was the one,

Who saved my life.

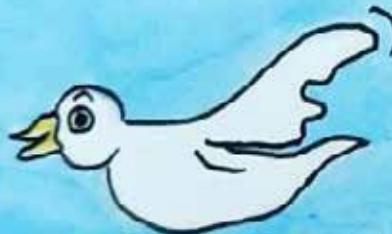
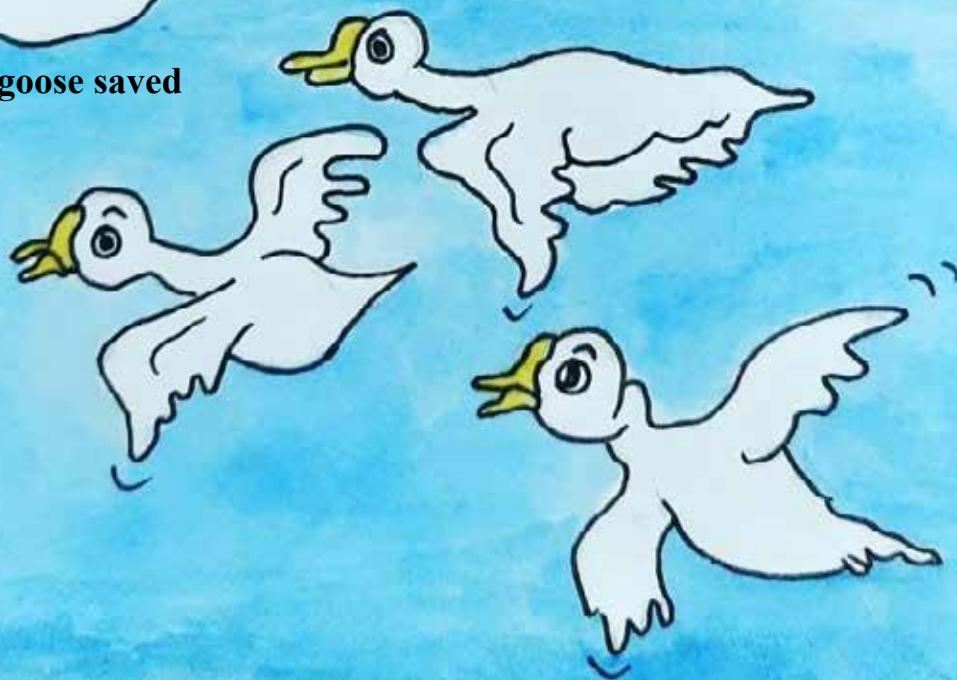


Flying Together

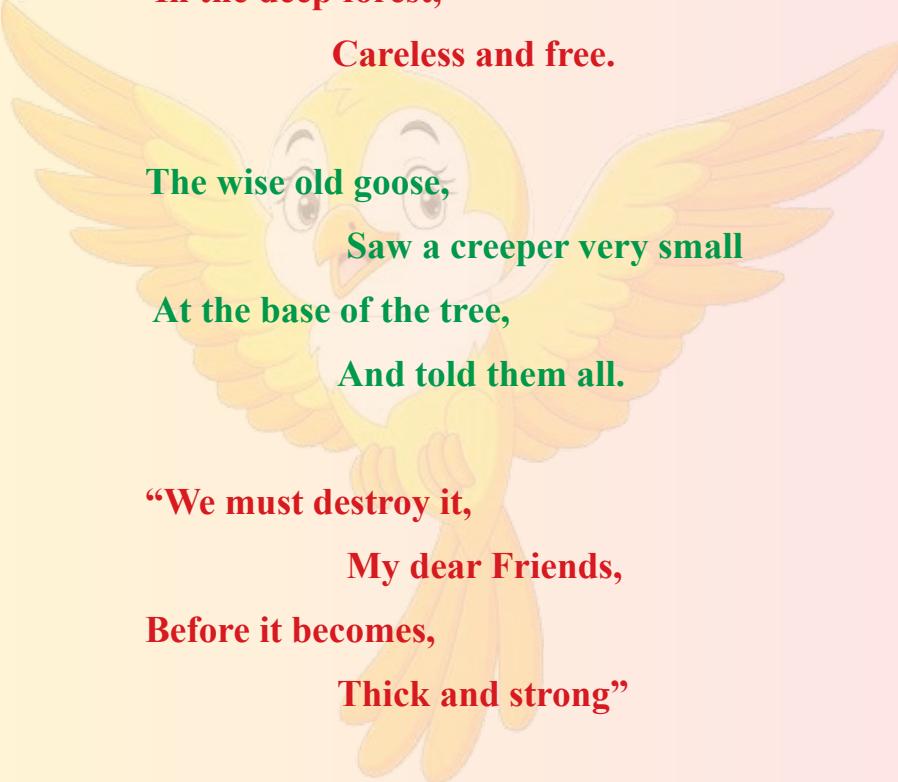
Once there was a big group of geese living on a tree. The old wise goose, once noticed a creeper growing near the ground and

told the flock about the future dangers but they simply ignored and were carelessly flying around. One day, the creeper really grew so strong that a hunter climbed up and set the net.

The same old goose saved them all.



The flock of wild geese,
Living on a tall tree,
In the deep forest,
Careless and free.



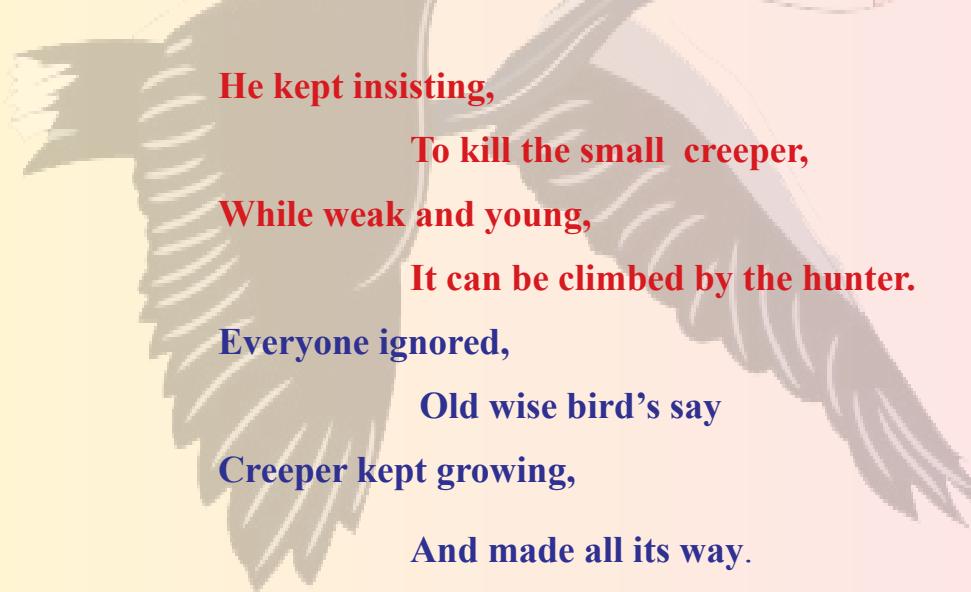
The wise old goose,
Saw a creeper very small
At the base of the tree,
And told them all.

“We must destroy it,
My dear Friends,
Before it becomes,
Thick and strong”



The rest of the Geese,
Ignored the old bird’s advice

Creeper kept growing,
From each and every side.



He kept insisting,
To kill the small creeper,
While weak and young,
It can be climbed by the hunter.

Everyone ignored,
Old wise bird’s say
Creeper kept growing,
And made all its way.

Once the hunter came really

He climbed up the tree,

A net was set, all got trapped,

They cried and cried, asking for help.



The wise old bird agreed

To help and save them all,

When the hunter comes.

Advised to act dead and fall.

Now they listened and followed

Hunter believed them to be dead,

He threw them out of the net

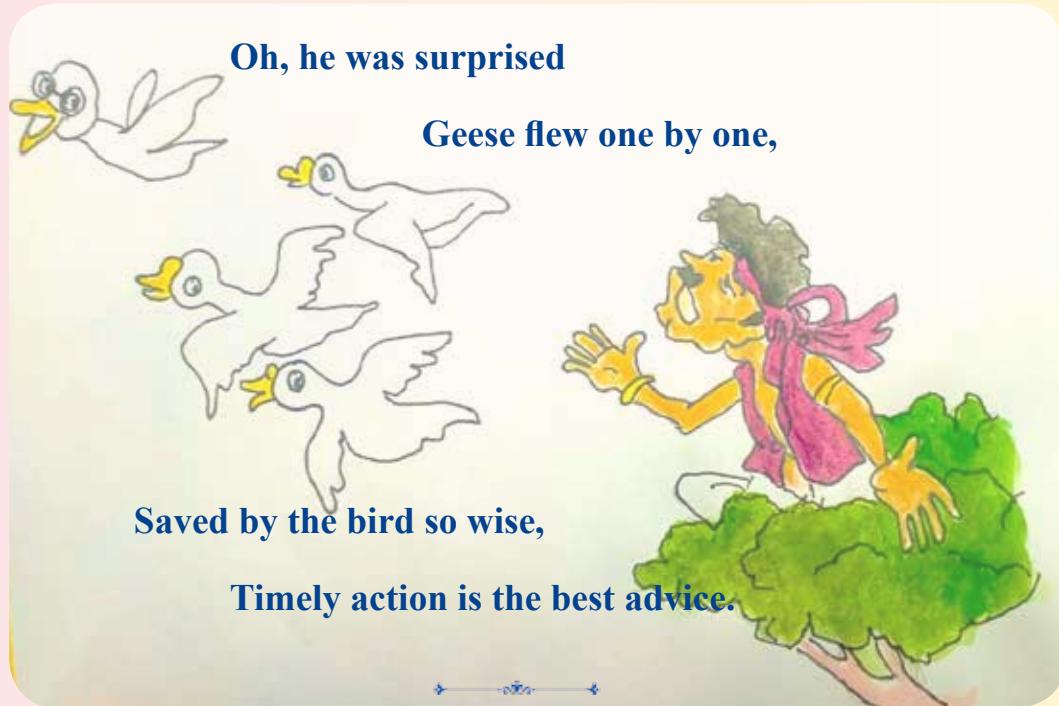
Thinking they can't be fled.

Oh, he was surprised

Geese flew one by one,

Saved by the bird so wise,

Timely action is the best advice.



Rip Van Winkle

Rip Van Winkle was a fun loving lazy man. He was popular among children as he used to tell amazing stories to them. One day, he met some strange old men, who offered him a drink and being thirsty, he drank it all.



He fell asleep and when he woke up, he realised that nothing had changed much but he had been sleeping for years and now he was an old man.



Rip Van Winkle dreamt a lot
Was always found with a dog,
Helpful, Playful and kind,
Had amazing stories in his mind.

Mingled with the Children
Loved by all of them,
Living in the hills,
Lazy now and then.

Rip Van Winkle dreamt a lot
“Wolf” was his companion,
It was none other,
But a sweet little “Dog”

One fine day

He met some strangers,
They gave him a drink,
Unable to suspect the danger.

He drank and slept

And slept so long,
No one was aware,
Of the time at all.



One Strange drink

Changed his life,
Rip Van Winkle came back,
With a twinkle in his eyes.

One fine morning

He was awake but lazy,
No one in the village,
Except an old lady.

That old lady

Could only recall,
Old friends, children and dog,
No one was there at his call.





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