

How to Fall Asleep

Poem

Get Going!	✧ Each picture is possibly a part of some child's dream. Discuss the pictures and ask the students what resonates with them. Each child can tick what he/she dreams of. There are no wrong answers.
Read and Enjoy	<ul style="list-style-type: none">✧ Kenn Nesbitt's poem is a delightful way of helping children fall asleep easily, thinking of good and happy things. Usually, people are told to count sheep to help them sleep, as counting monotonously is said to induce sleep. But the poet finds better ways to guide children to drowsiness and sleep. He addresses a little boy named Ted in the poem, trying to put him to sleep. The rhyme scheme is abcb.✧ In the first stanza, the poet tells Ted that there are better ways to fall asleep than to do something so dull as counting sheep. He tells him that he will show Ted how to fall asleep in a short time.✧ In the second stanza, the poet asks him to get into bed and close his eyes, take a breath and let it out in a sigh [This helps relax all the muscles.]. Then he starts the process of visualisation. He asks Ted to imagine that he is an aeroplane flying through the sky.✧ Then, in stanza three, the poet asks Ted to fly a little lower in his visualisation. He comes down through the clouds to the surface of the seas where the water is rising and falling.✧ In stanza four, we see Ted touching the surface of the water. He becomes a boat that floats, gently rocking on the waves.✧ In stanza five, he is sinking below the surface and changes into a submarine. As he sinks deeper, he sees fish swimming around him and in and out of the 'underwater caves'.✧ In the sixth stanza, the poet advises Ted, to follow the fish into the caves, exploring the tunnels they lead into. He says, "It's quiet here, and everything/Is beautiful and slow." From the speed of the airplane, the poet has brought Ted to a visual of quiet, calm, deep waters.✧ In the seventh stanza, the poet asks Ted to visualise that he has become the water and the caves, the great ocean and its waves. The ocean becomes an image of deep sleep, mysterious and calm. The movement of the waves is almost hypnotic and lulls the little boy to sleep.

<p>✧ In the last stanza, the poet says that Ted has reached “the ocean bed”, a reminder that he is sleeping on his bed. The words he uses are such that they all have long vowels, thus adding to the rhythm of relaxation: ‘peaceful; silent; warm; deep’. Like the waters of the ocean, Ted is now spreading into the world of dreams as he will now “drift away to sleep”.</p>	
<p>✧ Exercises A and B: Do the exercises orally first. Then ask the students to write/mark the answers. Announce the answers aloud and let them check their own work in pairs.</p>	Read and Understand
<p>✧ Exercises A and B: Do the exercises orally first. Then ask the students to write the answers. It is advisable to check and assess their work individually.</p>	Think and Answer
<p>✧ Explain what is imagery and how it is used in poetry and prose. Use the instructions and examples given. Usually, imagery is a process by which comparisons are drawn between two things that are similar or dissimilar. Here we see the imagery created by visualisation, in which Ted is transformed into an airplane, a boat, a submarine and then into the ocean water itself. The ocean bed becomes an image of his own bed and he becomes the ocean water drifting off on the waves of sleep.</p> <p>✧ Exercise A: Do this orally first and then ask the students to write them down. Announce the answers aloud and let them check their own work.</p>	Appreciating the Poem
<p>✧ Explain how the same word can be used as a noun and as an adjective, using the instructions and examples given. You can add your own examples too. For example: This kind of weed should be removed. [noun] You are very kind. [adjective] You will need an umbrella there. [noun] There was an umbrella awning at the window. [adjective] Her voice was like liquid gold. [noun] She wore a gold chain. [adjective]</p> <p>✧ Exercise A: Do the exercise orally, and then ask the students to write down the answers. Announce the answers aloud and let them check their work in pairs.</p> <p>✧ Explain what colloquialism is. It is used in casual, informal conversation, not in formal speech. Sometimes it is also slang. It is peculiar to the language in which it is used and is generally not possible to translate into any other language. For example, we say, “It’s cool,” for something that could be (i) fashionable, (ii) acceptable, (iii) new, (iv) fancy, etc. Its meaning is usually dependent upon the usage and context and can refer to anything from a face, a dress, a food item, a place, a pattern of behaviour, a political theory or just about anything. Use the instructions and examples given and add your own.</p>	Word Wise

	<p>✧ Exercise B: Do the exercise orally, and then ask the students to write down the answers. Announce the answers aloud and let them check their work in pairs.</p>
Write Well	<p>✧ Exercise A: Show the class pictures of ocean available in magazines [like the National Geographic, etc.] and on Internet. Then ask them to write what they can imagine in response to the question asked. It is advisable to check and assess their work individually.</p>
AIL Activity	<p>✧ Exercise A: Ask the students to work with their partners to make this collage. Assess and display in class. Be generous while assessing creative work.</p>