

## 'Jabberwocky' Lesson Plan

### Teaching focus

- Intertextuality
- Using morphology, syntactic context and onomatopoeia as decoding clues

### Engagement

- Explain that you are going to put some lines from a poem on the board and you want students to work out what they are about. Point out that some students might recognize the lines – their job is to be quiet and listen to what others say; they can join in later
- Write up the lines of the second stanza
- Prompt questions for discussion or writing: Who might be talking here? What sorts of creatures might a jabberwock, jubjub bird and bandersnatch be? What might frumious mean?
- Discuss how students arrived at their interpretations e.g. clues from other words; the sounds of the words; other stories (interesting question: why do we assume a father is talking, rather than a mother?)

### Scaffolding the reading

#### Scaffold the reading purpose

Ask students to decide if their ideas make sense while reading the whole poem.

### Reading

#### Exploration

- Discuss whether original ideas still make sense and what poem is about.
- Divide class into groups. Give each group two of the nonsense words other than those from the second stanza to come up with definitions of. They are required to justify why their definition makes sense. Some groups can do the same words as others so ideas can be compared.

#### Explicit teaching

We can understand pretty much what this poem is about even though it uses many made-up, coined words. Why is that?

- It follows a story pattern we are familiar with – young man sets out on a quest to confront a monster – students offer other examples e.g. Beowulf, Theseus, Narnia etc. This called reading intertextually.
- Many of the words are similar to words we know or are onomatopoeic. We can also work out meanings from surrounding words (i.e. syntactic context)

### Application

#### Set the task

Ask students to produce a prose version of Jabberwocky.

#### Scaffold the task

- Explain that students will need to create a setting and give character's names and motivations e.g. Why does he go in search of the Jabberwock?
- They will need to flesh out descriptive details e.g. his appearance; appearance of creatures; thoughts going through his mind
- Need to have an orientation: How do legends often begin?

#### Supervise the task

Monitor work; praise good efforts; occasionally interrupt class to read out good examples.

#### Share the Results

Volunteers read their work aloud to class.

### Review

Point out that students can use intertextual reading, morphology, onomatopoeia and syntactic context as strategies to help comprehend texts they encounter in future