

Lesson Plan

“Jabberwocky”

1	Subject <input checked="" type="checkbox"/> Literacy Development						
2	Unit Introduction to Poetry						
3	Overview Students use the poem “Jabberwocky” by Lewis Carroll to reinforce their understanding of nouns, adjectives and verbs. A special look at non-sense words and their ability to sort these unknown words into familiar categories (parts of speech) allows them to make reasonable predictions of possible meanings and synonyms.						
4	Materials <input checked="" type="checkbox"/> Learning Materials: Poem - “Jabberwocky” transparency, student copies of poems, student copies of Handout - Jabberwocky Parts of Speech <input checked="" type="checkbox"/> Equipment: overhead or projector						
5	Learning Objectives <ul style="list-style-type: none">• students share and are exposed to different word attack strategies• students will sort non-sense words into known categories – parts of speech• students will use ‘parts of speech’ knowledge to predict possible definitions of new vocabulary• students will summarize information to extend knowledge of parts of speech as a strategy for attacking new vocabulary						
6	Types of Activities <table><tr><td><input checked="" type="checkbox"/> Demonstration</td><td><input checked="" type="checkbox"/> Pairs Activity</td></tr><tr><td><input checked="" type="checkbox"/> Explicit Instruction</td><td><input checked="" type="checkbox"/> Small Group Activity</td></tr><tr><td><input checked="" type="checkbox"/> Multimedia Instruction</td><td><input checked="" type="checkbox"/> Whole Group Activity</td></tr></table>	<input checked="" type="checkbox"/> Demonstration	<input checked="" type="checkbox"/> Pairs Activity	<input checked="" type="checkbox"/> Explicit Instruction	<input checked="" type="checkbox"/> Small Group Activity	<input checked="" type="checkbox"/> Multimedia Instruction	<input checked="" type="checkbox"/> Whole Group Activity
<input checked="" type="checkbox"/> Demonstration	<input checked="" type="checkbox"/> Pairs Activity						
<input checked="" type="checkbox"/> Explicit Instruction	<input checked="" type="checkbox"/> Small Group Activity						
<input checked="" type="checkbox"/> Multimedia Instruction	<input checked="" type="checkbox"/> Whole Group Activity						

7 Teaching and Learning Activities – Step by Step

a	<p>Pre-Activities 10 minutes</p> <p>Review meanings of nouns, verbs, adjectives</p>
b	<p>Activities 1 hour</p> <ol style="list-style-type: none"> 1) discuss word attack strategies that students use to pronounce unknown words – don't introduce any new strategies 2) introduce the poem with 'warning' that there are many non-sense words and the class will figure them out together 2) handout poems and give time to read (silently) 3) explain the use of non-sense words – students underline non-sense words and compare with partner, then in groups of 4 – discuss any confusion as a class 4) discuss word attack strategies again – after group work, more strategies may be suggested 5) put poem on overhead, read aloud with expression (this is likely the first time the students will 'hear' the story within the words) 6) focus on stanzas 2 – 5 (the "plot" of the story) 7) create legend to identify non-sense words as nouns (box), verbs (circle) and adjectives (underline) – complete as a group with class participation 8) Individuals complete the "Jabberwocky Parts of Speech" handout
c	<p>Post-Activities 20 minutes</p> <p>Next Day – Read the illustrated version – picture book format, scanned and projected for class viewing and discuss artist's choices (see www.kidscanpress.com for a great version illustrated by Stephane Jorisch, Visions in Poetry Series).</p> <p>Next Day – Review "Jabberwocky Parts of Speech" handout and discuss with students how recognizing what <i>kind</i> of unknown word (i.e. noun, verb, adjective) is in a statement may help them guess what the word means. Also discuss with students that knowing what <i>kind</i> of word the unknown word is may help them decide which words are important to figure out exactly, and which words can be guessed at and move on. Practice and verbalize this with the next class reading.</p>
d	<p>Out of Class Assignment less than 15 minutes</p> <p>complete worksheet if not finished during class time</p>
e	<p>Extension and Follow-up time varies</p> <ul style="list-style-type: none"> ♦ Re-write story by replacing non-sense words with appropriate synonyms ♦ create vocabulary list of non-sense words – make up meanings for these words ♦ illustrate poem ♦ give a non-sense word 'spelling test' to reinforce phonemic awareness ♦ write a modern story / poem about parent giving advice ♦ use of repetition of first and last stanza – what are some possible meanings for this? ♦ Students story board or create their own visual version – comic, picture book, diorama – of either a scene or the entire poem

8 Assessment

- Quizzes and Tests: oral quiz – noun, verb, adjective
- Portfolio: illustrated poem
- Teacher Observations: use of strategy – recognizing part of speech

9 Reflection: What Worked and Why

- ♦ students are more comfortable working together to sound out non-sense words than they are to attack words they believe they 'should' know
- ♦ interest is piqued by a short biography of Lewis Carroll
- ♦ the 'silliness' factor of the language breaks down some barriers / resistance to trying new things
- ♦ identifying the part of speech is one more tool students can use when they come across new vocabulary in their reading – another level of vocabulary knowledge
- ♦ Post activity – looking at the picture book has more value after students have created their own mental images, there will be more to discuss
- ♦ extension and/or follow-up must be preceded by an interest by the class

10 Tips for Teachers

- ♦ ensure trust from students before beginning, as there is considerable potential for frustration if students are not embedded in a literacy development environment
- ♦ skip first and last stanza because there are not enough real words to provide context – explain that this is the introduction / setting, and that the story must be understood first before we can predict what the setting might be
- ♦ move through the activities fairly quickly to maintain group energy and engagement
- ♦ student appreciation of poem, story, etc. improves as it becomes more familiar, but they must get through the poem and activities for repetition to be valuable