

JABBERWOCKY

Learning Intention

1. To revise parts of speech, how we spot them and the part they play in the English language.

2. To look at a nonsense poem - Jabberwocky - and familiarise ourselves with the language as well as understanding the story.

Success Criteria

*I can give examples of nouns, verbs, adjectives and adverbs.

*I can explain what job they do in English.

*I can say how we recognise them in English.

*I have read the poem.

*I have read at least part of the poem out loud in front of the class.

*I can tell others the story of the poem.

*I can put a mixed up poem in the right order.

3. To identify all the nonsense words in *Jabberwocky*, decide (based on the clues) which part of speech they are and make up meanings for them which fit with the parts of speech and with the story of the poem.

*I have picked out all the non-English words.

*Based on the clues present, I have worked out if they are nouns, verbs, adjectives or adverbs.

*I have made up meanings for the words which agree with the parts of speech I said they were.

*When I substitute my words for the nonsense words in the poem it still makes sense.

*I can peer assess others' lists and check if they agree.

4. To make up our own nonsense words and say which part of speech they are and what they mean.

*I have, with a partner, collaborated to create our own list of nonsense words with parts of speech and definitions.

*We have at least ten words on our list.

5. To make up a nonsense story or poem using our words.

**I have, with a partner, co-written a nonsense poem or story.*

**We have used all our words.*

**If you substitute our definitions for our nonsense words, the poem or story still makes sense.*

6. Coming full circle back to the original Jabberwocky poem, write a newspaper report on the events of the poem.

**I can tell others several genre markers of a newspaper report.*

**My newspaper report has all the genre markers of a newspaper article.*

**My newspaper report sticks closely to the poem, especially in content but also in style.*