

Jabberwocky Teacher's Notes

1. *Parts of Speech revision (ENG 12a)*. Using the blank table (Parts of Speech intro) elicit examples of nouns, verbs, adjectives and adverbs from the pupils who come up and write them in the box. Once a few examples of each have been found, look at the 'job' the words do in English eliciting something appropriate for the next box down e.g. naming word, action or feeling, describes a noun, describes a verb. Next elicit the clues that tell us that words are nouns, verbs, adjectives or adverbs even if we don't understand the word itself e.g. article goes before a noun; verb endings can change; adjacent to noun/verb it's describing. Extension activities can include using the words appropriately in sentences.
2. *Parts of Speech worksheets (ENG 12a)*. Parts of Speech and Parts of Speech 2 ask pupils to put a list of words in to the right columns in their jotters. In the second worksheet the words are slightly harder. There is also an 'answer sheet' for the smartboard where pupils can drag the words into the correct boxes.
3. *Introduction to the poem (LIT 04a, LIT 07a, ENG 12a, LIT 16a, LIT 17a, ENG 19a)*. Start with introductory questions to elicit Lewis Carroll, Alice in Wonderland and Through the Looking Glass where this is from. Read the poem out to the pupils with or without them following it – picture on worksheet is quite a clue so better to start without it perhaps. Elicit basic story of the poem from the class – they usually pick it up almost immediately. Ask what certain of the nonsense words mean – they won't know, explain they are nonsense words made up by the poet. Ask then how we can work out the story with so many made up words in the poem. Answers may include the fact that there are English words as well which help and hopefully that the nonsense words still follow the rules of English. Tell them this if they don't already see it and explain that we are going to look at this in more detail next.
4. *Familiarity with the poem (ENG 03a, ENG 12a)* I spend a wee while familiarising them with the poem at this point. I read it to them then immediately have each child read one line when I point to them. Then I ask if anyone wants to try a whole verse and get them out to the front in a line to do a verse each. Anyone wanting to have a go at the entire poem goes next and if there are a few volunteers for this this is a good starter/finisher for following lessons to tune everyone back in rather than just hearing it over and over at this point.
5. *Tasks 1 and 2. (Es and Os marked on task sheet)*. Ideally work in pairs for this, or threes, but up to you. First they pick out all the nonsense words, then try to see if clues tell them which part of speech these words might be (refer to the table in the jotter from before to help. Then they guess at what the words might mean if they were creating a glossary – the part of speech and the word should match as a self checker.
6. *Tasks 3 and 4. (Es and Os on sheet)*. Again in pairs or groups works well for this. They make up their own nonsense words now, state what part of speech they are and give a definition. Once they have a few they should write their own nonsense poem/story/play using their new words. They must follow the rules of English, though, like LC did in Jabberwocky.

7. *Task 5. (Es and Os on sheet).* A newspaper report now on the events of the poem. The better ones will incorporate the words of the poem into the newspaper style merging the two genres.
8. *Extra. (LIT 09a, ENG 12a, LIT 24a).* Somewhere along the line for fun I put the class into groups and get them to act out the poem with one narrating and the others miming the action alongside. They do love doing this and this could even be filmed with the help of Gordon Cookson.
9. *Extra. (LIT 16a, ENG 17a)* The nonsense poems and newspaper articles make a good wall display and as an extension exercise I get them to draw pictures of how they imagine the Jabberwocky would look like.