Jabberwocky : English : Poetry : Year 5

PlanBee™

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To read and explore the poem.	This initial lesson allows the children to listen to and explore the poem 'Jabberwocky' by Lewis Carroll. They will find out a little about the poet before being challenged to retrieve information about the characters and story of the poem.	• Can children give their initial thoughts and opinions on a poem read to them? • Can children identify a story within a poem? • Are children able to retrieve information from a poem?	• Slides • Poem Sheet 1A • Worksheet 1A/1B/1C • Worksheet 1D (FSD? activity only) • Story Cards (FSD? activity only) • Large paper (FSD? activity only) • Poem Lines
Lesson 2	To explore word classes in the poem.	This lesson challenges your class to identify the word class of some of the nonsense words in the poem. The children are reminded of the definitions of the basic words classes before trying to figure out what kind of word 'slithy' fits into.	• Can children identify nouns, verbs and adjectives in a regular sentence? • Are children able to identify nouns in a nonsense sentence? • Are children able to identify adjectives and verbs in a nonsense sentence?	• Slides • Poem Sheet 2A • Worksheet 2A/2B • Coloured pens/pencils • Word Cards 2A (FSD? activity only) • Word Class Headings (FSD? activity only)
Lesson 3	To explore portmanteau and nonsense words in the poem.	This lesson explores the nonsense words that Carroll created for his poem, focusing on the portmanteaus created from the meanings of two other words. The children can investigate the portmanteaus in the poem, or create their own to use.	• Do the children know what a portmanteau is? • Can the children come up with a definition of a portmanteau? • Can children come up with and use their own portmanteaus?	• Slides • Poem Sheet 3A • Worksheet 3A/3B/3C • Word Cards 3A • Worksheet 3D (FSD? activity only)
Lesson 4	To explore the imagery and atmosphere created in the poem.	This lesson looks at the imagery created in the poem. The children will create their own interpretations of the creatures and settings that they imagine when reading the poem.	• Can children discuss the effect the poem has on them? • Are children able to pick out language that has created a mood or image? • Are children able to create an artistic representation of the imagery from the poem?	• Slides • Art supplies, e.g. charcoal, chalk, paints, oil pastels, etc. • Challenge Card 4A/4B/4C • Poem Sheet 4A • Worksheet 4A (FSD? activity only)
Lesson 5	To investigate poetic structure and devices in the poem.	This lesson focuses in on the technical ingredients that are included in the poem 'Jabberwocky'. The children will discuss the structure and poetic features used in the poem in order to generate a success criteria to create a poem like 'Jabberwocky'.	• Can children identify simple structural features of the poem? • Are children able to identify poetic features in the poem? • Can children comment on why they think structural and poetic features were included in the poem?	• Slides • Poem Sheet 5A • Challenge Card 5A/5B/5C • Worksheet 5A (FSD? activity only)
Lesson 6	To plan out our own version of 'Jabberwocky'.	Prepare your class as they plan out their ideas for their own version of 'Jabberwocky'. The children will use what they have learnt about the 'ingredients' of the poem and use this understanding to generate ideas for their own poem.	• Can children identify important features of the poem to include in their own version of 'Jabberwocky'? • Are children able to identify key themes and storylines in the poem to include in their own version of 'Jabberwocky'? • Can children make suggestions and/or improve upon a shared write?	• Slides • Template 6A • Worksheet 6A/6B/6C • Poem Sheet 6A • Planning Maps 6A (FSD? activity only)
Lesson 7	To write our own version of 'Jabberwocky'.	Your class will embody Carroll in this final lesson as they create their own version of the poem 'Jabberwocky'. They will create their own success criteria and use the features of the poem they have studied to add to their own writing.	• Can children identify the different elements of a poem that contribute to the style? • Can children follow a plan for their story/nonsense poem? • Can children mimic the style of Lewis Carroll's poetry in their own writing?	• Slides • Success Criteria Cards 7A • Worksheet 7A • Poem Sheet 7A/7B • Tracing paper

NB: 'FSD? activity only' refers to the alternative 'Fancy Something Different...?' activity within the lesson plan