Lesson plan 6.1

An example of a lesson plan that incorporates the teaching of vocabulary problem-solving strategies. In addition to morphology and context, the lesson incorporates the use of onomatopoeia and intertextual knowledge as problem-solving strategies.

**Time/length:** 80 minutes

**Topic/focus:** Reading: problem-solving strategies

**Subject:** English

**Year Level:** 8

**Context:** Students have demonstrated difficulty when confronted with unfamiliar vocabulary while reading; revision of problem-solving/ text-processing strategies is needed

EQUIPMENT/RESOURCES

Copies of ‘Jabberwocky’ by Lewis Carroll

SYLLABUS OBJECTIVES

* Use prior knowledge and text-processing strategies to interpret a range of types of texts (ACELY1722)
* Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)

LESSON OUTCOME

Understand that morphology, syntactic context, onomatopoeia and intertextual knowledge can be used to deduce probable meanings of unfamiliar words

ASSESSMENT OF LESSON OUTCOMES

* Contribution to class discussion
* Prose version of ‘Jabberwocky’

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| Time | Procedure |
| **5 minutes** | **Engagement**   * Explain that I am going to put some lines from a poem on the board and I want students to work out what they are about. Point out that some students might recognise 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 on the board:   Beware the Jabberwock, my son!  The jaws that bite, the claws that catch!  Beware the Jubjub bird, and shun  The frumious Bandersnatch! |
| **10 minutes** | **Eliciting**   * Prompt questions for discussion or writing: Who might be talking here? To whom might this person be talking? What sorts of creatures might a jabberwock, jubjub bird and bandersnatch be? What might frumious mean? * Write student responses on the board. * Elicit how students arrived at their interpretations e.g. similarity to other words; the sounds of the words; surrounding words; other stories (question: why do we assume a father is talking, rather than a mother?).   **Explicit teaching**  Give names to the strategies students used to arrive at their interpretations: i.e. morphology, context, onomatopoeia and intertextual knowledge  **Establish reading purpose**  Ask students to decide if their ideas still make sense while reading the whole poem.  **Reading**  Teacher reads the poem aloud while students follow. |
| **10 minutes** | **Exploration**   * Teacher-led discussion of which original ideas still make sense. * Teacher-led discussion of what students believe the 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. |
| **5 minutes** | **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. Ask students to offer other examples e.g. Beowulf, Theseus, Narnia. * Explain that this is called using intertextual knowledge. * Many of the words are similar to words we know or are onomatopoetic. We can also work out meanings from surrounding words (i.e. context). |
| **30 minutes** | **Application**  **Set the activity**  Ask students to produce a prose version of ‘Jabberwocky’.  **Scaffold the activity**   * 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. * Students will need to have an orientation: How do legends often begin?   **Monitoring/formative assessment**  Monitor work; praise good efforts; occasionally interrupt class to read out good examples. |
| **10 minutes** | **Sharing**  Volunteers read their work aloud to class.  **Recap**  Point out that students can use intertextual reading, morphology, onomatopoeia, syntactic context and intertextual knowledge as strategies to help comprehend texts they encounter in future. |