

Curriculum objectives

- To increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- To ask questions to improve their understanding.
- To identify how language, structure and presentation contribute to meaning.
- To check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.
- To draw inferences and justify these with evidence.

Resources

Photocopiable page 'Extract from *Alice Through the Looking Glass*' from the CD-ROM

Reading: Nonsense stories and poems**Revise**

- Invite the children to work in small groups and discuss *Alice in Wonderland*. Provide them with the following points and questions to stimulate their responses.
 - When do readers recognise that this is a nonsense story?
 - How do the characters in this nonsense story differ from characters in realistic fiction?
 - What language features does the author use to create humour?
 - How does the author link Alice's emotional journey with her size in the story?
 - Which characters or episodes were the most enjoyable and why?
 - How does the vocabulary and punctuation inform you about when the story was written?
 - Ask them to find examples of how dashes, colons and semicolons are used.
 - Ask them to find examples of how homophones were used to create confusion for Alice.
 - Is there anything in the story that puzzles them or do they have any unanswered questions?
 - Ask them to describe how they would recommend the story to a friend.

Assess

- Provide the children with copies of the extract from *Alice Through the Looking Glass* from the CD-ROM. Explain that this is taken from the sequel to *Alice in Wonderland*, that Alice has gone through the mirror in her home and found herself in a strange parallel world. Tell them to read the passage.
- Invite the children to read and discuss the text with a partner and say if they think it has anything in common with *Alice in Wonderland*.
- Ask the children to answer the following questions:
 - *What is the first clue that shows you what sort of story this is from?* (The Knights calmly discussing fighting and then banging away at each other in fury, or the description of the Rules for Battle.)
 - *What do you think the Knights are? Find a clue in the dialogue to answer this.* (That's the end of my move.)
 - *Why did Alice comment on the Knights' horses?*
 - *What is Alice trying to do as she watches the Knights fighting?* (Make some sense of the fight by identifying rules.)
- Ask the children to identify the punctuation used in the text. Ask them to explain why a semicolon is used, and why dashes are used when Alice is speaking to herself. (To separate independent clauses.)
- Request them to compare this extract with the plot in *Alice in Wonderland* and say if they think Alice will be seen safely to the end of the wood by the White Knight. What do they think the author might plan for Alice?
- Invite the children in threes to read the dialogue in the extract aloud using expressive voices in role.

Further practice

- Encourage the children to read other examples of nonsense stories and poems to consolidate their learning about how the authors use language and play with words. For example, *Alice Through the Looking Glass* or the nonsense rhymes of Edward Lear such as 'The Owl and the Pussycat' and 'The Dong with the Luminous Nose'.