

The Iron Man

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LEARNING LADDER AND SKILLS:

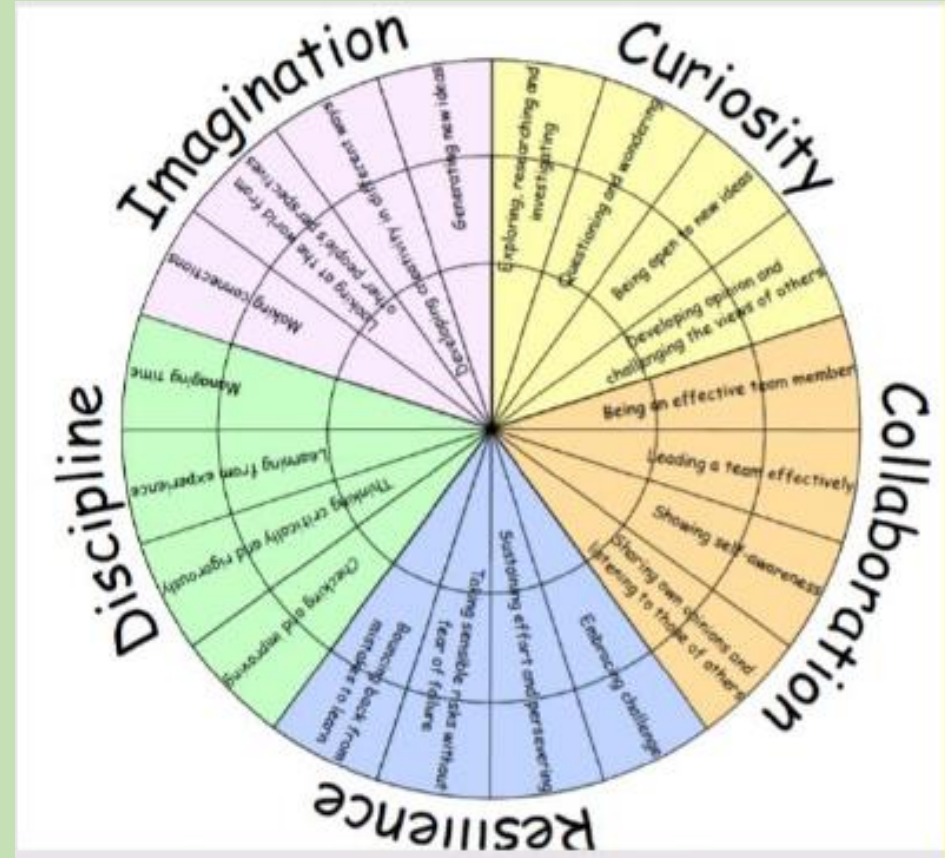
Writing purposeful - My vocabulary is interesting and appropriate. (Pg. 10 viiii)

SKILLS:

- Exclamation marks



What learning habit will you be using today?



Rainbow grammar session



Similes

A **simile** is saying something is like something else. Ted Hughes used the word **like** to **compare** two different nouns. You can also use the word '**as**' (as big as a... as small as a pebble as quiet as a mouse).

Taller than a house, the Iron Man stood at the top of the cliff,...

His great iron head, shaped like a dustbin but as big as a bedroom...

, waved its fingers for a minute, like a crab on its back.

His eyes, like headlamps,.....



Look at the two images.

Now, write one sentence about each image to include a simile.

RECALL:

Speed Read

How many words can you read in **one minute?**

Record your time and see if you can beat it tomorrow!

Chapter 1 The coming of the Iron Man



The Iron Man came to the top of the cliff.

How far had he walked? Nobody knows. Where did he come from? Nobody knows. How was he made? Nobody knows.

Taller than a house, the Iron Man stood at the top of the cliff, on the very brink, in the darkness.

The wind sang through his iron fingers. His great iron head, shaped like a dustbin but as big as a bedroom, slowly turned to the right, slowly turned to the left. His iron ears turned, this way, that way. He was hearing the sea. His eyes, like headlamps, glowed white, then red, then infrared, searching the sea. Never before had the Iron Man seen the sea.

He swayed in the strong wind that pressed against his back. He swayed forward, on the brink of the high cliff.

And his right foot, his enormous iron right foot, lifted - up, out into space, and the Iron Man stepped forward, off the cliff, into nothingness.

CRRRAAAASSSSSH!

Down the cliff the Iron Man came toppling, head over heels.

CRASH!

CRASH!

CRASH!

From rock to rock, snag to snag, tumbling slowly. And as he crashed and crashed and crashed.

His iron legs fell off.

His iron arms broke off, and the hands broke off the arms.

His great iron ears fell off and his eyes fell out.

His great iron head fell off.

All the separate pieces tumbled, scattered, crashing, bumping, clanging, down on to the rocky beach far below.

A few rocks tumbled with him. Then silence.

Only the sound of the sea, chewing away at the edge of the rocky beach, where the bits and pieces of the Iron Man lay scattered far and wide, silent and unmoving.

Only one of the iron hands, lying beside an old, sand-logged washed-up seaman's boot, waved its fingers for a minute, like a crab on its back.

Then it lay still.

While the stars went on wheeling through the sky and the wind went on tugging at the grass on the cliff top and the sea went on boiling and booming.

Nobody knew the Iron Man had fallen.

Night passed.



BLUEPRINT FOR THE IRON MAN

PART 2	The Iron Man falls off the cliff.	<ul style="list-style-type: none">• Repetition of sounds / sentence starters• Exclamation marks ★• Sounds
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What are **exclamation marks**?

An **exclamation mark** is used to show when something is surprising or forceful. It helps make the meaning of the sentence clear. For example:

"I got the concert tickets!" "Ugh!"

"I want some cake!"

CRRRAAAAASSSH!

Can you think of any more examples? Write them down.



IDENTIFY

CRRRAAAASSSSSH!

CRASH!
CRASH!
CRASH!



Look at the two extracts from the story.

Where are the exclamation marks in the sentence?

Why has the author used them?



EXAMINE

CRRRAAAASSSSSSH!

CRASH!
CRASH!
CRASH!



Look at the two extracts from the story.

What emotion does the author want us to feel when reading these words?

What do you imagine when you read them?

Why are all the letters written using capital letters?



Now, let's practice writing sentences using an exclamation mark.

Think about how the robots **moves**, the **sounds** he makes or maybe **a command** or **emotion**.

Here are some example below:

1. The Iron man shuffled along the cliff. **Clank! Squeak! Clank!**
2. **CRRRAAAAASSSSSSSH!** He had fallen onto the sharp, rocky beach below.
3. **Whoosh!** The wind howled.
4. **No! Stop! Help!**
5. **Ouch! That hurt!**

PRACTISE

Now, write five sentences of your own.

You must include the 5 coloured phrases or words.



Look at the following images from your class story.

APPLY THE FEATURE



Now, write your own sentences using ideas from the four images above. All sentences **MUST** include an exclamation mark.

Hint: Remember, you can include an exclamation mark when describing **sounds**, **movements**, **commands** or **emotions**.