

# The Iron Man

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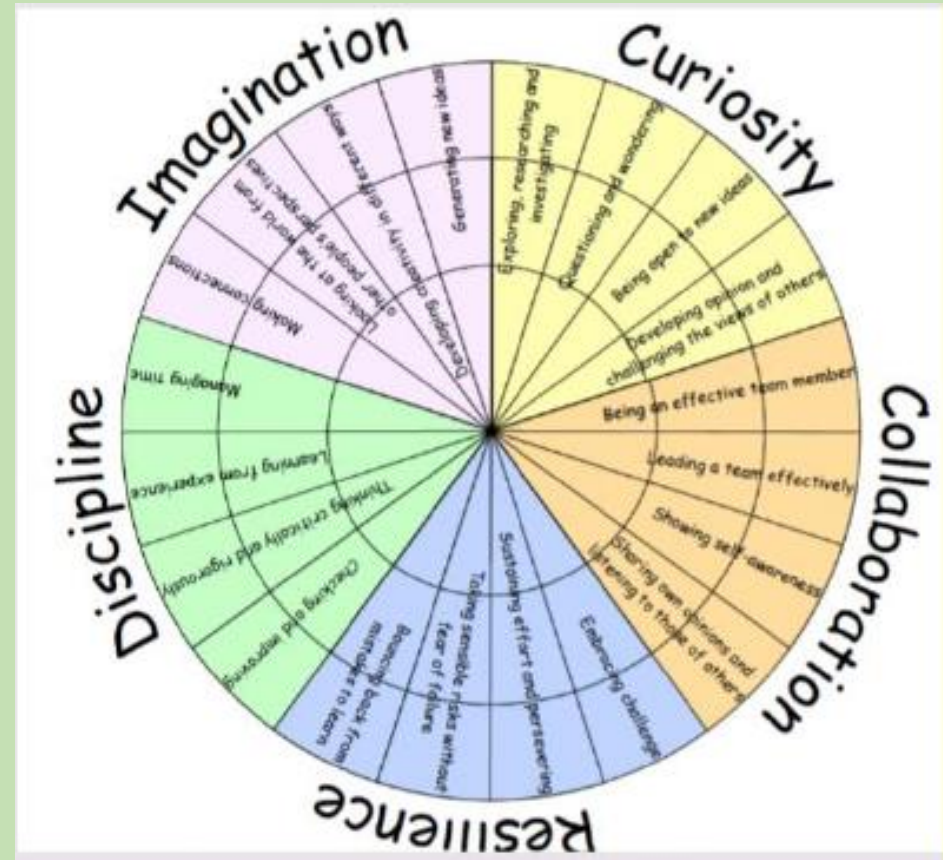
# LEARNING LADDER AND SKILLS:

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

## SKILLS:

- Sound words

What learning habit will you be using today?



# 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

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

Onomatopoeia or sound words appeals to the sense of hearing and writers use it to bring a story or poem to life in the reader's head.

It can also help to add a touch of fun or emotion to a story.



# IDENTIFY

The wind sang through his iron fingers.

He was hearing the sea.

CRRRAAAASSSSSSH!

Look at these extracts from the story.

1. What was the wind doing in sentence one?
2. How was the Iron Man able to hear the sea?
3. Why did the author write the word 'crash' in capital letters?



# EXAMINE

The wind sang through his iron fingers.

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

CRASH!  
CRASH!  
CRASH!

Look at these extracts from the story.

← What **emotion** does the author want us to feel when reading this sentence?

← Why does the author use the words 'tumbled, scattered, crashing', in his story?

← Why are these words written in capital letters?



Now, let's practice writing sentences using sound words.

# PRACTISE

Think about how the Iron Man **moves** and the **sounds that** he makes as he is falling.

Look at the first two images. The Iron Man is walking along the cliff edge. He searched the sea with his 'infrared eyes'. Here is my example:

The Iron Man's heavy, iron feet **clanked** along the slippery path. With his infrared eyes, he scanned the sea.

**Baaaaamm!** came the sound of his laser eyes, as he looked at the ocean in front of him.

Now, write your own sentences and include two or more sound words. Here are a few examples to get you started.

**Clunk, clink, whoosh, slap, drip, splash, clatter, squeal**  
**rustle, beep, boop, clang, bang, clash, fizz, bop, whizz**





Look at the following images from your class story.

## APPLY THE FEATURE



Standing on the cliff.



Searching the sea.



Eyes turn white.



Eyes turn red.



Steps off the cliff.



Falling head over heels.



Legs break off.



More parts break off.



Broken at the bottom of the cliff.



Now, write your own sentences using ideas from the images above. All sentences **MUST** include a sound word.