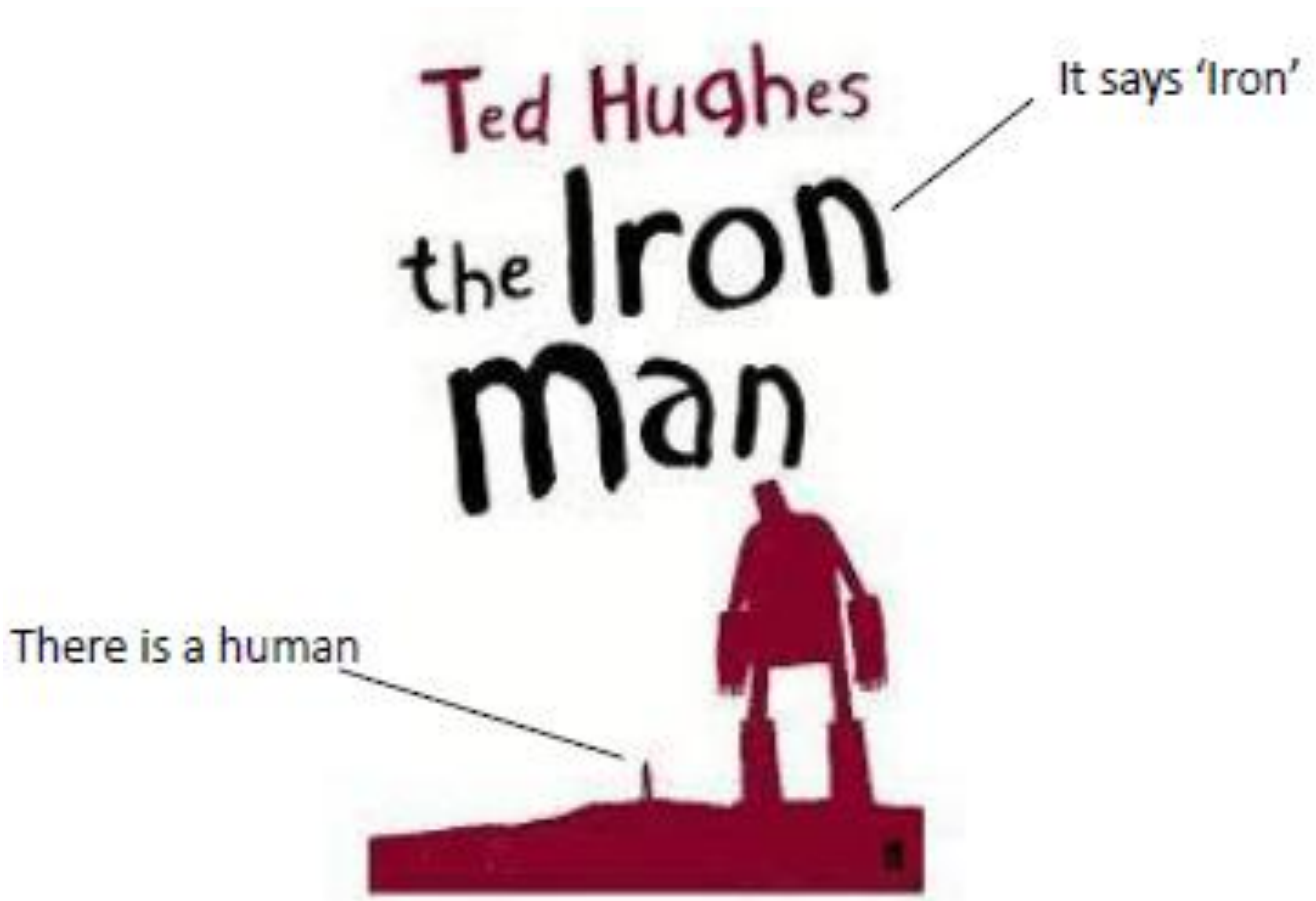


Lesson 1 - Responding to the text.

Explore the front cover of Iron Man together. Annotate the cover with everything you notice.



If you can, print the picture above, and use it as the middle of a mind map.

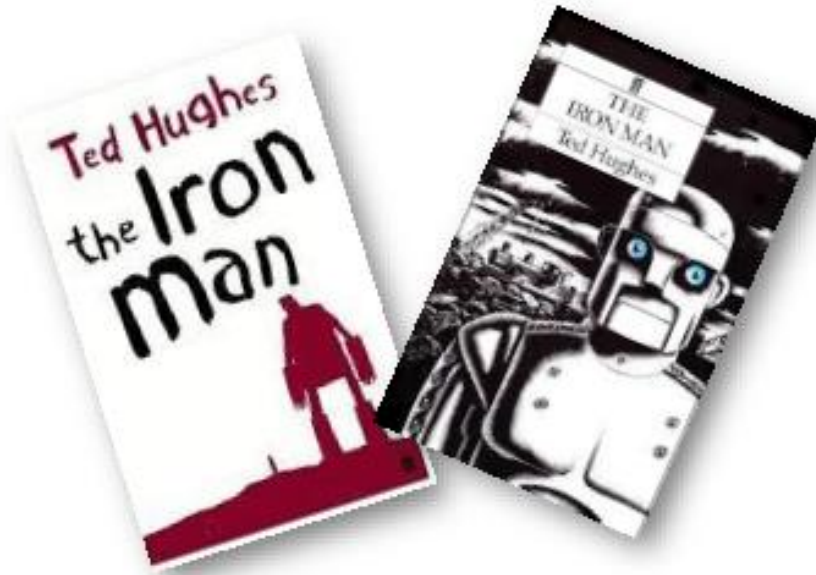
Then, fill out a table, like the example below, to deepen your understanding:

What do we notice?	What does this tell us?
It says 'Iron'	The robot is made out of metal.
There is a human	The Iron Man is seen by somebody

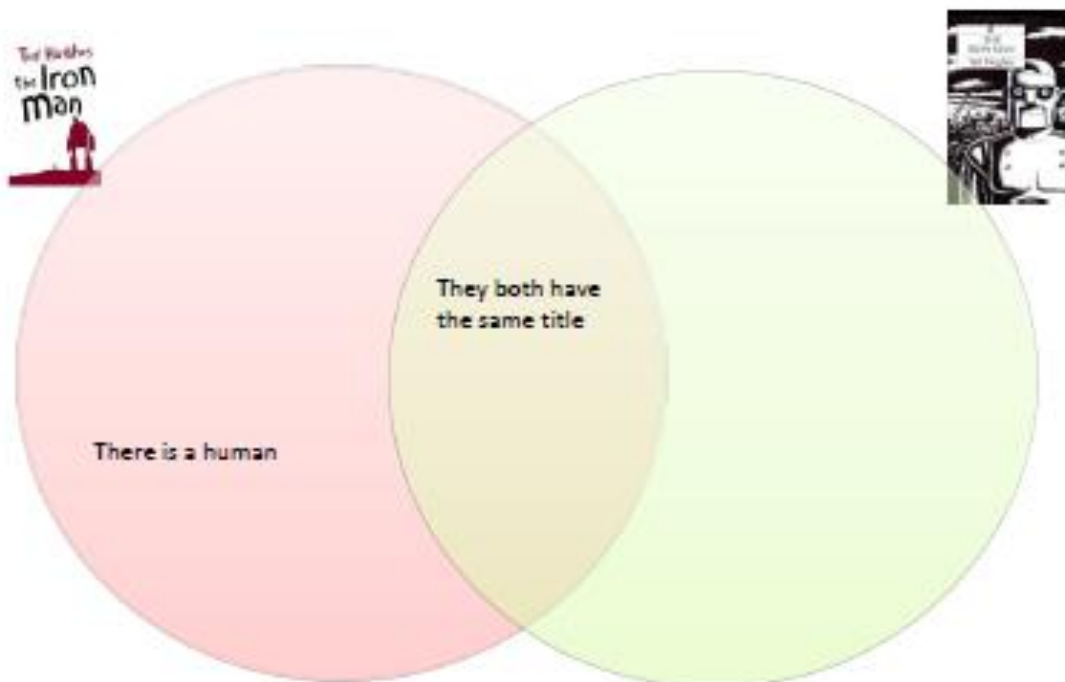
You could draw out this table by hand using a pencil and ruler, or create one on the computer.

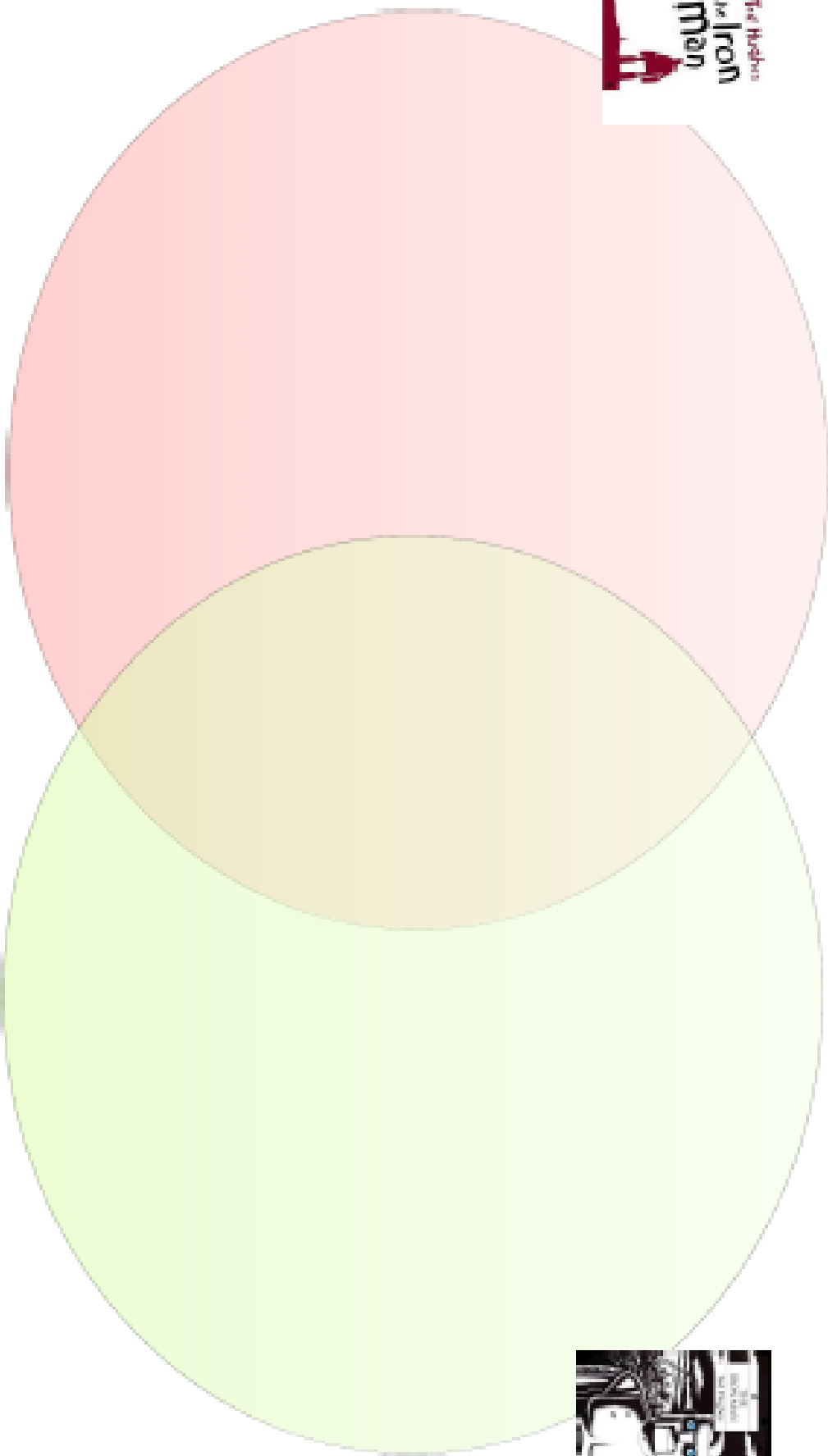
Lesson 2 – Compare and Contrast.

Discuss the two different covers of the same book. **What is similar and what is different?**





Use a Venn diagram to compare the two front covers: write notes in the Venn diagram to show the difference and similarities between the two front covers. Look at the example below to help you get started. You may wish to print the template on the next page...







Lesson 3 – Build descriptive vocabulary.

Using the front covers again, write words which would describe the Iron Man.
You may wish to use the template below:

Here's a few examples to get you started:

		
huge		
		glowing eyes
towering		

They do not always have to be **adjectives** (describing words) but could also be **verbs** such as 'towering.'

Then use these to write your own sentences. Look at the examples below:

Towering over the human, the Iron Man looked down.

The Iron Man's huge metal body stretched up to the sky.

His glowing eyes peered into the darkness.

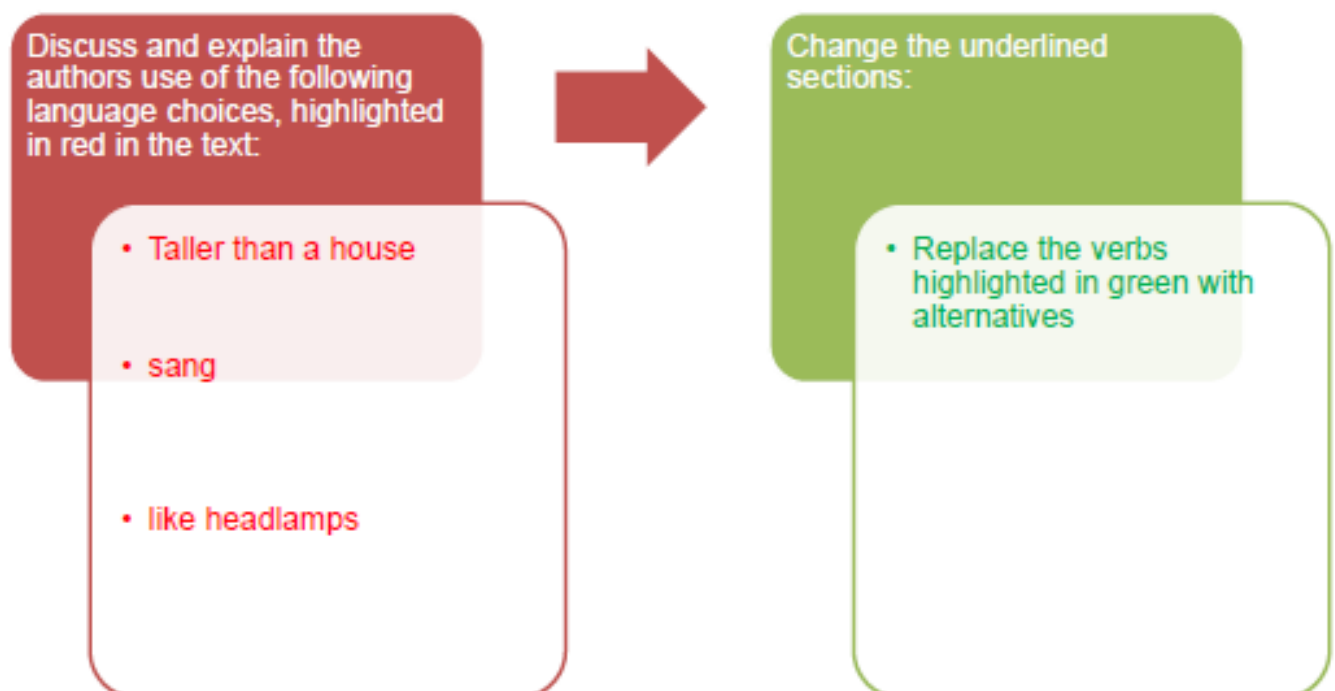
Lesson 4 – Grammar Practice and Play.

1) Listen together to the opening to the story:
<https://www.youtube.com/watch?v=ycgfA-7udHs>

2) Read the opening description:

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 head turned, this way, that way. He was hearing the sea. His eyes, **like headlamps**, glowed white, then red, then infrared, searching the sea. He swayed in the strong wind that pressed his back.

3) Now complete these tasks:



Lesson 5 – Writing Challenges.

Using what you have learnt so far, choose one of the following two challenges to complete: Don't forget to use the Writing Help Desk sheet!

1) Write an eye witness account of the Iron man emerging from the sea. Remember to use the descriptive vocabulary that has been developed from exploring the front covers and writing sentences.

2) Write a letter to a friend describing what it was like to see the Iron Man emerge from the sea for the first time. Use all the descriptive vocabulary that has been developed so far but also think carefully about the features of a letter.

Challenge!

Ask someone (who has not looked at the front covers) to draw a picture of the Iron man based on the description in either of the two challenges above. Maybe you could phone or video chat with a relative or friend?

How close were they?

Parent note: This tasks allows children to see the importance of clear description for the reader.

Writing Help Desk

Remember to check that your sentences make sense. Do not leave your proof reading to the end - regularly check your writing as you go along. ☺




Don't forget to include:

- Fronted adverbials (underline in a grey writing pencil)
- Subordinating conjunctions (underline in light blue pencil and circle the comma)

You may wish to use the help cards at the end of the document to support your writing.

- Expanded Noun phrases (underline in pink pencil)
- Prepositions (underline in green pencil)
- A range of punctuation to punctate your sentences (circle in green pencil)
- Apostrophe for possession (circle in green pencil)

Parent note: If your child has chosen to present their writing on the computer, then they need to highlight or change the colour of the font to the suggested colours above. Instead of circling the punctuation they can highlight/change the colour of the font instead.

Coordinating Conjunctions	Subordinating Conjunctions (in the middle of a sentence)	Subordinating Conjunctions (to begin a sentence)
		
and but or so	if since as when although while after before until because that	If Since As When Although While After Before Until Because That
James bought a bat <u>and</u> ball. Kylie is young <u>but</u> she can kick the ball hard.	I like to look out of the window <u>when</u> it is <u>raining</u> .	<u>When</u> it is raining, I like to look out of the window.

Fronted Adverbials			
are words or phrases at the beginning of a sentence which are used to describe the action that follows.			
When	How often	How	Where
Afterwards, Already, Always, Immediately, Last month, Now, Soon, Yesterday, Today, Tomorrow, Next year, In January, On Tuesday, In the morning, After a while, As soon as she could, Before long, All of a sudden, In the blink of an eye, Just then, Eventually, Later,	Often, Again, Daily, Weekly, Fortnightly, Yearly, Sometimes, Rarely, Every second, Twice a year, Once a minute, Once, Once or twice, Three times, Constantly, Regularly, Frequently, Infrequently, Occasionally, Rarely, Never in my life, Never before,	Sadly, Slowly, Happily, Awkwardly, Bravely, Like a ... , As quick as a flash, As fast as he could, Without a sound, Without warning, Unexpectedly, Unfortunately, Suddenly, Mysteriously, Frantically, Anxiously, Courageously, Silently, Curiously, Nervously, Rapidly, Carefully,	Above the clouds, Below the sea, Here, Outside, Over there, There, Under the ground, Upstairs, In the distance, Between the sea and the sky, Everywhere she looked, Around the tent, Back at the house, Nearby, Down by the cliffs, Behind the shed, In the wooden box, Over my bed, Somewhere near here, Far away, Wherever they went, North of here