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Extract 3

- Read an enlarged copy of Extract 3.
- Ask the children what effect it has calling the dragon 'the thing' and 'the horror'. (It makes it more scary and mysterious, like something in a horror movie.) How does the writer emphasise the huge size and scale of the dragon? (He describes how it covers vast areas of the southern hemisphere.) Can they find a simile? ('each one as big as Switzerland') Underline the metaphorical words 'this new sky'. What does it mean? (the sky created above Australia by the dragon's belly) Let the children suggest adjectives to describe the size of the dragon. (gargantuan, colossal, vast, massive)
- Circle the adjective 'terrific', the adverb 'terribly' and the adjective 'terrible'. Can the children think of other words that share the same root? (terror, terrify, terrorist) Ask them to count the repetitions of the adverb. What effect does this have?
- Underline the adjectives describing the dragon's features and ask the children to make nouns from them. Distinguish between adjectives ending in 'y' and past participles of verbs (for example: 'scaly', 'knobbly'; 'horned', 'clawed', 'fanged'). Can they suggest any more words in each group? (for example, fiery, blackened). Challenge them to think up some more in the same groups to describe the Iron Man (for example, steely, rusted).
- Focus on the questions at the end of the extract. Invite the children to rewrite them as statements and discuss how this changes the effect of the text. Which is most effective?

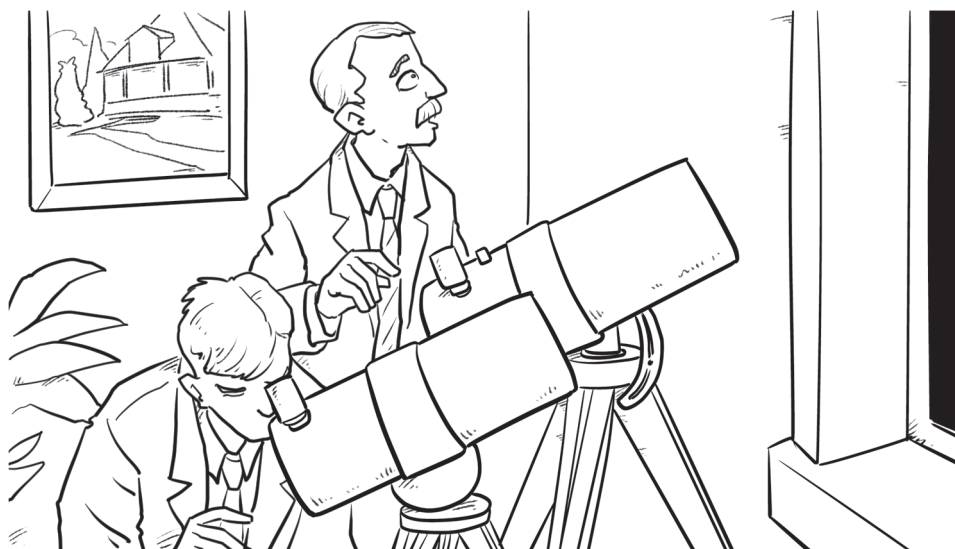
Extract 4

- Read an enlarged copy of Extract 4.
- Ask the children if any of them has seen (either on screen or in person) the installation on Crosby Beach by the sculptor Antony Gormley called *Another Place*. If any have, encourage description and subjective opinions. Show the children some images of Gormley's iron figures on the beach. Again, encourage subjective responses from the children. Do they think it is an effective/interesting/memorable installation and if so, why? What kind of ideas do they think it conveys? Ask them if they can explain how the figures were made. (The artist made a cast of his own naked body and then used it to mould the figures in iron.)
- Ask the children to pick out any allusions to the metal iron, including a simile (clustering like iron filings) and metaphorical verbs (welded, forged). Can they find another metaphorical word? (punctuated) Underline or circle words/phrases as they find them.
- Focus on alliteration, circling or underlining phrases (for example, 'serene', 'silent, static'; 'bristling with barnacles'; 'wallow waist-deep'; 'sink/submerged/sight'; 'dawn and dusk').
- Challenge the children to identify any similarities with these sculptures and the character in the novel. (They are made of iron; they are silent and mysterious; they stand looking out to sea.)

Iron Man spelling bee

- Check you have spelled all the words accurately and used the correct punctuation.

1. The iron giant, with his foot knocked from under him, had toppled over.
2. There were delicious crumbs of chrome on it.
3. His body gleamed blue, like a new gun barrel.
4. Astronomers, peering through their telescopes, noticed it first.
5. The Iron Man chewed thoughtfully at his favourite titbit, a juicy, spicy old gas-stove.
6. The space-bat-angel-dragon landed so ponderously because he was exhausted.



1. Order, order

Objectives

To summarise the main ideas drawn from more than one paragraph. To ask relevant questions to extend understanding.

What you need

Copies of *The Iron Man*, interactive activity 'Writing frame: problem and resolution', photocopiable page 29 'Order, order'.

Cross-curricular links

PSHE, computing

What to do

- Read the ending of *The Iron Man*. Ask: *Is the ending satisfactory? How is it similar to a fairy tale?* (the plot of *The Iron Man* contains problems that have to be resolved, before everything can end 'happily ever after'.)
- Ask the children to scan the novel to find which characters face problems that must be solved. Use the interactive activity 'Writing frame: problem and resolution' to record answers. Ask the children to summarise each problem and record on the frame.
- In pairs, ask the children to refer to the story and make notes on how each problem is resolved. Afterwards, bring the class back together and discuss the sequence of problem and resolution within the plot, filling them in on the frame.
- Next, ask the children to complete photocopiable page 29 'Order, order', then cut out the boxes and paste them in the correct order following the plot of the story. Listen to the children's explanations.

Differentiation

Support: Encourage the children to think of more significant elements in the plot and to add them to the photocopiable sheet.

Extension: Ask the children to arrange the boxes from the photocopiable sheet as flow charts showing the connection between problem and resolution.

2. Hogarth's home

Objective

To give well-structured descriptions.

What you need

Copies of *The Iron Man*.

Cross-curricular link

Geography

What to do

- Read together the opening of Chapter 2 from 'One evening a farmer's son...' to 'The Iron Man had come back.'
- Ask the children what they learn about the place where Hogarth lives from this reading. Can they describe the countryside where he is fishing and pick out its main features? (near the sea; in a river valley; near sheer cliffs, woods and fields) Write some of their suggestions on the board.
- Let the children work in pairs to scan the story for any other features about the place where Hogarth lives. (Prompt with questions such as: *What sort of farms are there? Do they have animals or crops or both?*) The children should write down their findings.
- Bring the class back together and ask the children for more suggestions to add to the board.
- As a shared writing activity, compile a short description of this countryside, including the main features described in the text.
- Discuss the setting in the context of the book. Is it an important feature?

Differentiation

Support: Ask the children to use drawings or maps to help shape their ideas about the setting.

Extension: Encourage the children to use geographical knowledge to speculate further on the terrain. What kind of soil/cliffs/trees/plants/animals might the setting feature?