Teacher: Mrs Darby Year 3 Topic: The Iron Man

Text: The Iron Man Genre: Narrative

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| LO: to ask questions and make predictions | Read The Iron Man pages 1-2 to ‘Night passed.’ What is the effect of the question in the first paragraph? (The Iron Man is mysterious.) Model asking questions: What was he doing on top of the cliff? What will happen next?  Continue reading to the end of the chapter. What impression do you have of the Iron Man as he puts himself back together? Do you think he is frightening? Which parts of the text do you find particularly tense?  Ask the children to predict what might happen next. Will the Iron Man come back out of the sea?  What might happen then? | Groups discuss questions they would like to ask the Iron Man, and predict what might happen if the Iron Man comes back out of the sea.  Children record 6 questions they would like to aske the Iron Man.  Discuss: what will happen next? (make a prediction) | To be able to ask questions and make predictions. |
| LO: to identify and create similes. | Remind the children that a simile compares something to something else using ‘like’ or ‘as’.  Ask the children to imagine a man or woman made from stone, glass, ice or mud. *What might he/she look like?* | The children draw a picture of a man or woman made from stone, glass, ice or mud and label it with simple similes (e.g. eyes like headlamps / as big as a house).  Challenge: The children start a character profile for a man or woman made from stone, glass, ice or mud. They write similes to describe the creature’s appearance, size, movements, sounds, voice and other qualities, using examples from the text as models. | Children can identify and create similes. |
| LO: to draw inferences and explore language. | Read Chapter 2 to page 33: ‘SO’. *How do events compare with the predictions you made in the previous session?*  *How does Hogarth react when he sees the Iron Man? How does his father react? Why do you think some farmers didn’t believe at first?*  Talk Partners: find very short sentences in the text. *What is the effect of the short sentences?* (e.g. They build tension; They read like a poem.)  Read to the end of the chapter. *What was the farmers’ plan? What does the Iron Man want? What was Hogarth’s idea? Why does Hogarth feel guilty?* | Children write a brief diary entry in role as Hogarth to show his thoughts about the events, his reasons for his actions, how he feels and why. | To draw inferences and explore language and present ideas in the context of a diary entry. |
| LO: To use and punctuate direct speech | Remind the children of the rules of speech.  Ask the children to help you add the missing punctuation to the given extract by saying where punctuation marks should go. Remind the children that end punctuation (full stops, exclamation marks and question marks) should be placed inside the inverted commas (speech marks). Explain that if ‘said’ / ‘asked’ / ‘shouted’ etc. comes before the speech, it should be followed by a comma. (e.g. The mother cried, ‘The chicken!’) | The children complete the extract continuing their conversation. Challenge the children to include a correctly punctuated question and an exclamation as part of their dialogue, and to try placing the reporting clause before, after or in the middle of the speech. | To punctuate direct speech. |
| LO: to plan and write a conversation | Reread pages 23-24. *How is Hogarth feeling when he runs home to tell his parents about the Iron Man? How do his father, mother and sister react?*  *Imagine Hogarth and his father hold a longer conversation.* *How might Hogarth describe the Iron Man? What might his father say to him? What might Hogarth’s mother say when she sees her husband going out? Might she try to stop him? Might Hogarth ask to go, too?*  Before they start writing, remind the children of the work they have done on punctuating speech. | Independently, the children compose the conversation between Hogarth, his mother and his father when Hogarth first tells them about the Iron Man (page 24). They should use direct speech in their writing. | To punctuate speech in context of the story. |
| LO: to explore language and structure and make predictions. | Read Chapter 3. *What is the mood at the beginning of the chapter?* (e.g. happy, calm) *When does the mood change?* (‘That’s funny’) *How does* *the author build up tension?* (ground shakes, tablecloth etc. disappear into crack, hand emerges, iron head appears)  *How do the farmers react to the Iron Man’s reappearance? What was Hogarth’s idea?*  *What do the Iron Man’s eyes tell us about him?* (red when hungry or angry; blue when satisfied or calm)  *Do the events at the end of this chapter feel like a ‘happy ending’? Why? What do you think might happen next in this story?* | Complete a ‘tension chart’ to show how tension rises and falls throughout Chapter 3. | Explore language and structure and make predictions. |
| LO: to explore language and structure | Read Chapter 4 to page 85: ‘Terribly black’.  In 30 seconds, Talk Partners summarise the events so far. Discuss how the author builds up to the creature landing through a sequence of events.  Read to the end of the Chapter 4. *Why do people decide to fight rather than feed the creature? Are you surprised by the events in this chapter? What do you think of the Iron Man’s plan?* | Check the children’s understanding of the different grammatical terms. Discuss how the author uses powerful language to capture our imagination. Model finding examples of powerful language and syntax in the text.  Find examples of similes, noun phrases, comparatives, short sentences, questions and exclamations. | Explore language and structure. |
| LO: To make predictions and draw inferences. | Read Chapter 5 to the middle of page 106. The children predict whether the Iron Man will beat the space-bat-angel-dragon in a test of strength.  *What happens to the Iron Man in the flames? What happens to the space creature in the flames? How does the Iron Man feel the second time he’s in the flames?*  Make notes about the Iron Man’s feelings during the test. *Do you think the Iron Man is brave to suggest a third round?* The children vote to give the Iron Man a bravery rating out of 10.  In mixed-ability discussion groups, the children compare Hogarth’s encounters with the Iron Man and the Iron Man’s encounter with the space creature. In what way are the characters similar? (e.g. Both are brave, frightened and have a brilliant idea.) | Children discuss and record how three of Hogarth’s character features are shown in his encounter with the Iron Man:   * Bravery * Cleverness * Fear | To make predictions and draw inferences. |
| LO: to write diary entries. | Reread pages 22-23, 45-49, 66-70 and 97-99. What did Hogarth feel when he first saw the Iron Man? When he lured the Iron Man into the pit? When he persuaded the Iron Man to go to the scrap-metal yard? When he persuaded the Iron Man to be the champion of the earth?  Talk Partners orally brainstorm powerful verbs and adjectives to describe Hogarth’s feelings and views of the Iron Man at each point of the story.  Before they start writing, remind the children to write the diary entries in the first person and to focus on Hogarth’s feelings and views rather than simply retelling events. | Children write a diary entry for the day he took the Iron Man to the scrap-metal yard. | To write a diary entry. |
| LO: to complete writing, read aloud and evaluate and edit. | During this session, the children complete writing Hogarth’s diary entries.  After writing, ask volunteers to read out sentences or paragraphs in which they used powerful verbs, adjectives or expanded noun phrases.  Following peer review, the children assess and edit their own writing. | Review each other’s diary entries. *Can you suggest places where your partner could write a longer or shorter sentence for effect? Where could they use powerful verbs and adjectives?* | Complete writing, read aloud and evaluate and edit. |
| LO: to use expanded noun phrases. | *Look at the first sentence. What word class is ‘head’?* (noun) *In the second sentence, what has been added to give us more information about the noun?* (an adjective) *What has been added to the third sentence?* (another adjective) Remind the children that the whole phrase ‘His great iron head’ is called a noun phrase.  Look at the second group of sentences. *What word class is ‘with’ in the third sentence?* (preposition) Explain that the whole phrase ‘fat, red farmer, with a booming laugh’ is also a noun phrase, telling us more about the ‘farmer’. | The children create as many noun phrases as they can to describe a man or woman made from stone, glass, ice or mud. (If Depth focus 1 has been completed, they recall and describe the man or woman they created then.) | To use expanded noun phrases. |
| LO: to plan writing. | Explain that the children will write a story based on an encounter with an extraordinary creature. (This could be the creature they created for Depth focus 1 and/or Sentence grammar 2, if completed).  Ask the children to create a compound noun name for the creature, and similes to describe it.  Brainstorm what might happen if this creature appears in town. What does it want? How would the story be resolved?  Ask the children to help you write a plan for a story.  Talk Partners brainstorm ideas for their own stories and names for their own creatures. | The children use ‘Story plan’ to plan their stories, closely following the story plan but substituting in their own creatures and making any other necessary changes. | To plan own piece of writing. |
| LO: to write, using oral rehearsal | For a quick warm-up, Talk Partners orally rehearse sentences using similes, noun phrases, expanded noun phrases, powerful verbs and adjectives to describe their creatures.  Suggest that the children include some dialogue in their stories. Remind them of any work done on speech punctuation. | Referring to their copies of ‘Story plan’ from yesterday, the children begin to write their stories. Ask them to use description, action and dialogue in their writing. | Begin to record their own narrative. |
| LO: to review and improve own and others’ writing | Ask the children to review their stories so far. *Who has used similes? Who has used an interesting noun phrase?* Ask volunteers to share examples.  Talk Partners review each other’s stories so far. *Can you make suggestions for where your partner could include a longer or shorter sentence for effect? Expand a noun phrase? Use a simile?* | Still referring to their copies of ‘Story plan’ the children complete writing their stories. | Complete stories. |
| LO: to edit own writing and read aloud | The children review, edit and proofread their stories. Ask children to check that they have used punctuation marks correctly.  After the activity has been completed, volunteers read stories aloud to the class.  ‘Publish’ the stories to share in a class book or on the wall. | In pairs, the children review, edit and proofread their stories, for example by improving expanded noun phrases, adding adverbials to give extra detail and checking the speech punctuation in their direct speech. | Edit own writing and read aloud. |

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Teacher: Mrs Darby Year 3 Topic: The Iron Man

Text: Persuasive Genre:

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