The Iron Man

Guided Reading Discussion Points and Activities
Chapter 1: The Coming of the Iron Man

(2b – Rex Retriever) 'Nobody knew the Iron Man had fallen.' Why not?

(2d – Iggy Inference) Do you think the Iron Man is a good or a bad character? Explain why.

(2e – Victor Vocabulary) 'They watched the immense man striding to and fro over the rocks below.' What does the word 'immense' tell us about the Iron Man?

(2g – Arlo the Author) Why do you think Hughes uses so many similes to describe the Iron Man?

(2e – Cassie Commentator) Ted Hughes was a poet as well as a storyteller. Can you find any evidence to suggest he has thought carefully about the sound of the words and phrases he has chosen?

(Example: 'CRASH! CRASH! CRASH!')

Follow-up Reading Activities

1. Draw and label a 'before and after' diagram of the Iron Man. Start by drawing an iron giant at the top of the cliff, using the description at the beginning of the chapter to help you, e.g. 'His great iron head, shaped like a dustbin but as big as a bedroom'. Then draw a picture to show the Iron Man after the fall, with his body parts scattered all over the beach. Use evidence from the text to carefully label your diagrams. Compare your work with a partner's. What similarities and differences do you notice?

2. Be a 'Word Detective' and search for examples of powerful verbs in Chapter 1. Ted Hughes uses some really interesting and ambitious action words to describe the movements and state of the Iron Man. Some good examples are 'toppling' and 'tumbling'. See how many you can find! Can you sort them into verbs that describe activity and verbs that describe stillness?