

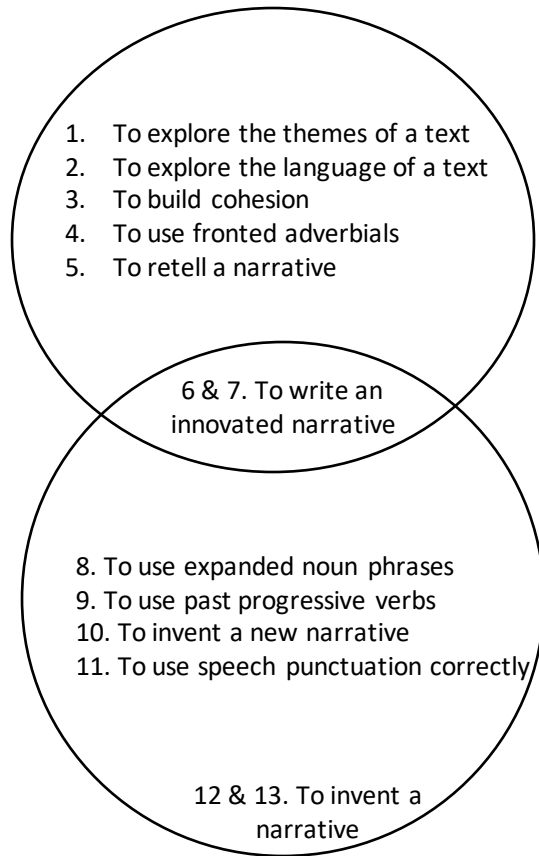


The Man Who Walked Between The Towers by Mordicai Gerstein

Theme: Determination

Tier 2 words: engulfed, impressed, clambered,
plummeted, secured, satisfied, separated

The Man Who Walked Between The Towers



SC:

Fronted adverbials
 Simple past and past progressive verbs

SC:

Fronted adverbials for time place and manner
 Simple past and past progressive verbs
 Speech punctuation
 Expanded noun phrases

- Themes lesson: Determination. Give children pictures from the story. In pairs/groups, chn discuss and order the sequence of the story. Encourage use of oracy sentence stems. Show children correct sequence. Children make predictions about the book's theme from the pictures. Read story with children. Unpick what determination means. Watch a clip of "Man on wire" documentary <https://www.youtube.com/watch?v=JWHZLRmu1ts>
- Tier 2 vocabulary lesson: engulfed, impressed, clambered, plummeted, secured, satisfied, separated. Recap simple past and past progressive verb tenses. Show the difference e.g. He secured the rope. (It was done and finished.) He was impressing the crowd with his tricks. (It went on for some time). Focus on HAPs understanding that this can stretch the key moments. LAPs to focus on ed/ing endings and correct agreement of was/were.
- Show 7-part story map. Look at picture 2 of the story map where he takes the equipment up and prepares. Model how to build one picture into a paragraph by adding in detail -small observations, feelings, detail about preparations. Linking sentences together. Model write paragraph. Haps challenge to write crowd cheering paragraph. Provide picture scaffold for LAPs that breaks picture 2 down into smaller parts.
- Fronted adverbials – Build a class bank of different fronted adverbials for when, how and where. When (In the dead of night, Immediately, For almost an hour, As dawn broke). How (With his heart hammering, cautiously, quietly, satisfied, delighted, worried – explain often ed ending adjectives are good for this). Where (Below him, There, Around him). Model the use of the comma. Model that these don't make sense on their own whereas the rest of the sentence does. Learners add fronted adverbials to the 7-sentence plan structure and rewrite as whole sentences with commas separating the fronted adverbial e.g. In the middle of the night, Phillipe arrived.
- Map out the new story about the Suspension Bridge using 7 pictures. Retell in as much detail as possible as a class using fronted adverbials and cohesion. Practice retelling with a partner using fronted adverbials and building up detail for each picture using cohesion.
- Model writing of opening paragraph – verbalise thoughts about how to include fronted adverbials and use of short sentences to build atmosphere. Learners begin extended write. Feedback, input on cohesion/linking sentences. Model start of second paragraph. Show how to convey Phillippe's feelings and use how adverbials to describe what was happening around him.
- Model writing of end of 2nd paragraph and 3rd paragraph. Learners complete innovated narrative.
- Write sentences using expanded noun phrases to describe the Giphys. <https://giphy.com/search/stunt>. Model use of prepositions (in, with, on, of) to expand noun phrases. E.g. **The silver car on its bonnet** slid across the grass. Make sure they include a verb by deciding the verb first and underlining. E.g. **The man in the smart suit** rolled. LAPs (if necessary) just to focus on adjectives and ensuring verb has ed ending e.g. The smart man rolled.
- Show a different stunt. Model how to slow down time in the moment that they are doing it by using past progressive verbs. E.g. The car was flipping in mid-air. Extend HAPs to include expanded noun phrases like those done on the previous day e.g. The car with the smashed bonnet was scraping along the ground.
- Watch Evil Knievel clip of motorcycle stunt. Show pictures of other stunts. Children can choose one and draw a story map /write key words to include the new stuntman and the alternative place (Must be 7 pictures like the original map). Model how to change the ending. Do they want him to be arrested or might the stunt go wrong or will they be praised by everyone? Add fronted adverbial to each picture.
- Look at class invent example. Highlight which parts of the story could include speech. Model correct use of speech punctuation including comma inside speech marks and lowercase letter for said etc. Get learners to write things that members of the crowd might call out or the character might say to themselves at different points of the story.
- Live modelled writing of first two paragraphs of own version. Learners write invented narrative.
- Live modelled writing of second two paragraphs of own version. Learners write invented narrative.

7 part structure - innovate

1) Phillipe arrived. 2) He climbed up onto the bridge and secured the rope.

3) He took his first step onto the wire. 4) A crowd gathered to watch and the police came. 5) Phillipe relaxed and started to entertain the crowd.

6) He climbed down to cheering crowds. 7) He was arrested.

Innovate – Model live writing – Don't share as one piece or before extended write

SC:

Fronted adverbials for
time place and manner
Simple past and past
progressive verbs

In the dead of night, Phillipe arrived at the suspension bridge. He was determined to be the first man to walk across the Avon Gorge. He was dressed in a black jacket and jeans, like a tourist, so he wouldn't look suspicious. He even had a camera around his neck. Quietly, he clambered up the wall of the tower. Once he reached the top, he tied a thin wire to a dart and shot it over to the other tower. There, a friend, who was hiding, tied it down. As soon as this was done, Phillipe changed into his black street performer costume. Dawn was almost breaking. It was time.

With his heart in his chest, Phillipe took his first step onto the wire. Cautiously, he put one foot in front of the other. His balance was now the only thing separating him from certain death. He felt scared yet exhilarated. The sky was becoming clear as the last whispers of night were now fading away. Below him, he could see the Avon river was lapping the banks. An astonished crowd was gathering, and they were shouting up in surprise. The police, who had been drawn there by the commotion, gasped and stared. As he became steadier on the wire, he smiled. He could do this. He had done it before.

For almost an hour, Phillipe entertained the crowds below. Then, feeling satisfied, he walked back to the bridge tower and climbed down. Immediately, the excited crowd engulfed him. People were taking photos and shouting for his autograph. Unfortunately, the police were less impressed. They grabbed and handcuffed him. He was led away to see what his punishment would be.

SC:

Fronted adverbials for
time place and manner –
one word
Ed endings on simple past
tense verbs & correct
spelling and agreement
of was and were

Innovate – LAPs – 2 related sentences for each plan step – Provide adverbial word bank and verb word bank - rehearse in pairs on whiteboards making sure sense and two full stops. Then write into books.

At midnight, Phillipe arrived at the bridge. He was going to walk across it. Quietly, he climbed onto the bridge and tied the rope. He was ready.

Nervously, he stepped onto the wire. His heart pounded. Below, there was a crowd. Even the police were there. They were all watching amazed. Then, Phillipe relaxed and he started to dance on the wire. He was smiling and laughing.

Finally, he walked back to the tower. He felt proud. The crowd cheered but the police were not so happy. Immediately, they arrested him.

7 part structure - invent

- 1) Stuntman arrived. 2) He prepares.
- 3) He begins stunt. 4) A crowd gathers 5) Stunt entertains the crowd.
- 6) Something goes wrong 7) Resolution and reaction of crowd

Invent – Model live writing – Don't share as one piece or before extended write

SC:

Fronted adverbials for
time place and manner
Simple past and past
progressive verbs
Speech punctuation
Expanded noun phrases

In the blazing sun, Banzu arrived at the waterfall. He was determined to be the first man to kayak across the most treacherous waters in Brazil. He gave his family one last kiss in case he should plummet into the depths of the waterfall. "I'll be fine," he reassured them. Then, he looked at his watch. It was one o'clock. The moment had arrived.

With a trembling heart, Banzu lowered himself into the kayak and untethered the rope. His fingers were gripping tightly around his paddle. His strength and speed would be the only thing separating him from a dreadful end. The waterfall was deafening now that he was in the boat. On the far side on the bank, he could see a crowd was cheering him on but he could not hear them over the roar of the waterfall. He was terrified for his life, yet at the same time he felt excited. Below him, the water was hammering aggressively onto the rocks. Would he make it? The crowd with amazed faces looked on in silence.

For ten minutes, Banzu battled across the raging rapids. Then, all of a sudden, his paddle slipped from his hands and was engulfed by the water. Helpless, the crowd watched as he floundered towards it but could not reach it.

"Somebody do something!" one lady cried.

By now, Banzu was only two metres from the bank. He could make it if they acted quickly. Suddenly, a crew member with a rope in his hands hoisted a buoy towards him. Would he catch it in time? He did. With gasps of relief, he heaved himself back onto dry land. He was safe at last.

"I can't believe you risked your life like that," his son exclaimed. "That was the most dangerous stunt yet."

SC:

Fronted adverbials for
time place and manner –
one word
Speech punctuation –
correct spelling of said
Ed endings on simple past
tense verbs & correct
spelling and agreement
of was and were

Invent – LAPs – could work in pairs to support gains in independence

At dawn, Loa arrived at the sand dune. She was going to motorbike over the biggest sand dune in the world. Carefully, she put on her helmet. Then she hugged her family and climbed onto her bike. "Wish me luck!" she said.

Nervously, she revved up the engine. The bike moved forward. An amazed crowd watched as the bike zoomed through the sand and flew up in air. "This is amazing," one man said.

Suddenly, the bike flipped in the air. She looked like she was going to land with a crash. Horrified, the crowd gasped and they covered their mouths. Luckily, she turned over again just in time and landed on the wheels. "That was close," she said.

7 part structure – imitate – Twin Towers

- 1) Phillipe arrived. 2) He climbed up the towers and secured the ropes.
- 3) He took his first step onto the wire. 4) A crowd gathered to watch & the police came.
- 5) Phillipe relaxed and started to entertain the crowd.
- 6) He climbed down to cheering crowds. 7) He was arrested.

7 part structure – innovate – Suspension Bridge

- 1) Phillipe arrived. 2) He climbed up onto the bridge and secured the rope.
- 3) He took his first step onto the wire. 4) A crowd gathered to watch & the police came. 5) Phillipe relaxed and started to entertain the crowd.
- 6) He climbed down to cheering crowds. 7) He was arrested.

7 part structure - invent

- 1) Stuntman arrived. 2) He prepares.
- 3) He begins stunt. 4) A crowd gathers 5) Stunt entertains the crowd.
- 6) Something goes wrong 7) Resolution and reaction of crowd