

## The Present - The Thinking Shed

<http://www.literacyshed.com/the-present.html>

Pause the film after 20 seconds.

- What can we tell about the boy from this first 20 seconds? **I**
- Why are the blinds closed? **I**
- What type of game do you think he is playing? Is it suitable? **I**
- What do we think the film will be about? It is called 'The Present.' **P**

Pause the film after 45 seconds.

- Do you think the boy often gets presents? Why? **I**
- Can we tell anything about his character from this section of the film? **I**
- What do you think may be in the box? **P**

Watch up to 1m 14s (when the boy throws the puppy on the floor)

- What do we know about the dog? **R**
- Why do you think the boy has reacted like this? **E**
- Summarise what we know about the boy up to this point. How would we describe him? **E**
- Could we describe the boy as selfish? Give a definition of the word selfish, can you think of any other words that mean the same? (synonyms) **V**
- What do you think will happen next? **P**

Pause at 2m 10s (When the puppy is moving around covered by the box.)

- Why do you think the director is trying to show by including this scene and the dog's actions? **S**
- How do you think the boy will react when he sees the dog reacting like this? **P**

Pause the film at 2m 18s after the boy smiles and then checks himself.

- What affect is the puppy having on the boy? **I**
- Why does he smile and then frown? **I**
- Predict what you think will happen next - is your prediction changing? **P**

Pause the film at 2m 43s when we see the ball at the boys 'feet'

- Is the boy's attitude towards the puppy changing? How do we know? **I**
- Can we tell anything more about the boy now? **R**

Tell the children to listen very carefully before pressing play. Play a very short section and pause at 2m 51s when we see the dog 'smile.'

- What was that noise? **I**
- What is the boy doing? **I**

Watch the film to the end. (Allow the children to soak in the scene!)

- Ask the children to think about and discuss why the boy may have acted like he did towards the puppy. **R, S, E**
- Discuss whether their opinions of the boy have changed and why? **E**

## Reading Vipers

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Vipers is a range of reading prompts based on the 2016 reading content domains found in the National Curriculum Test Framework documents which can be found online here:

<https://www.gov.uk/government/publications/key-stage-2-english-reading-test-framework>

Although VIPERS is based on the English Curriculum they are applicable generally as ‘Key comprehension strategies.’

Vipers heading	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/ explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied.
Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole.  Identify/explain how meaning is enhanced through choice of words and phrases.  Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

