Write what the boy thinks and the puppy thinks at different points in ‘The Present’

<table>
<thead>
<tr>
<th>The Boy</th>
<th>Event</th>
<th>The Puppy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The boy opens the box and the puppy pops its head out.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The boy throws the puppy onto the floor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The puppy rolls the ball at the boy’s foot</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The puppy gets stuck in the box and falls out again.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The boy takes the puppy out to play.</td>
<td></td>
</tr>
<tr>
<td>Story Planner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| My main character is ________________________________  
| _______________________________________________  
| This is where my story happens:___________________  
| _______________________________________________  |
| **Something new** (choose one) |
| My character meets someone called___________________  
| OR  
| My character is going to do__________________________  
| At first, my character thinks they/ it is______________  
| _______________________________________________  |
| **A change of heart** |
| My character changes their mind when_________________  
| _______________________________________________  
| After that, they feel________________________________  
| _______________________________________________  |
| **Consequence** |
| This is what happens next:___________________________  
| _______________________________________________  
| _______________________________________________  
| _______________________________________________  |
| **Ending** |
| _______________________________________________  |
Beginning
Main character:______________________________________________________________
______________________________________________________________
Setting:______________________________________________________________
______________________________________________________________

Something new
Who or what:______________________________________________________________
______________________________________________________________
Main character’s first impression______________________________________________
______________________________________________________________

A change of heart
What changes things?______________________________________________________________
______________________________________________________________
My character’s new feelings:______________________________________________________________
______________________________________________________________

Consequence
Main characters actions after a change of heart:______
______________________________________________________________
______________________________________________________________
______________________________________________________________

Ending
______________________________________________________________
Body Language

*Underline the phrases that would describe the body language for the situation described.*

The situation: A boy was watching a scary episode of his favourite Sci-Fi series.

- He shrugged his shoulders.
- His hands trembled.
- He put his hands over his face and peeped between his fingers.
- He picked at a scab on his knee.
- He marched along.
- He sighed happily.
- He gasped.
- He yawned.
- He tried to tidy his hair with his fingers.
- He folded his arms.
- He put his hands on his hips.
- He hugged a cushion tightly.
- He punched the air.
- His heart thumped quickly.

The situation: Class 4 was watching the school football team play in the final and they go one goal up with five minutes left of the game.

- They screamed.
- They punched the air.
- They sat on the grass to pick daisies.
- Their faces lit up with smiles.
- They glared at each other.
- Their hearts thumped quickly.
- They straightened their ties and tidied their hair.
- They hugged each other and jumped up and down.
- They talked quietly to each other. They stared.
Body Language

Write a description using body language for the situations given.

The situation: A boy was watching a scary episode of his favourite Sci-Fi series.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

The situation: Class 4 was watching the school football team play in the final and they go one goal up with five minutes left of the game.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Prepositions for body language

- across
- into
- between
- above
- inside
- below
- around
- on
- over
- beneath
- through
- on
- in
- outside
Ali hastily finished his packet of crisps and slipped his chocolate biscuit into his pocket. He was just about to close his lunch box when his teacher, Mr Gable, spotted him from across the hall and called his name. It was Tuesday and he desperately wanted to get outside to play football with the others. As Mr Gable walked towards him, Ali could see that there was a nervous looking child following him – a child that Ali had never seen before. Ali sighed and rolled his eyes. He knew what was coming. Why was it always him?

Upon reaching his table, Mr Gable gave Ali a cheery smile and stepped aside to introduce the boy who was standing behind him. ‘This is Rory,’ he began. ‘He has joined us from Station Street Primary and he could do with a good friend right now as he is feeling a bit overwhelmed on his first day.’ Ali looked at Rory. Rory didn’t look up. The small boy’s hands were trembling as he fidgeted with his packed lunch box and he gulped several times. He wore a smart blazer and VERY shiny shoes, nothing like Ali’s football trainers and the baggy jumper his brother had passed down to him. Ali sighed again as Mr Gable explained that he’d like him to sit back down and wait until Rory had finished his lunch. Then he’d like him to sit with him in class. *Agghh* thought Ali, looking at the clock, *it’s our football day!* Sliding alongside him on the bench, Rory opened his lunchbox in silence and poked at a sad looking sandwich. Tick... tick...tick. The silence was deafening. It was a long time before either of the boys spoke. Finally, Rory stuttered, ‘I’ve...I’ve already eaten lunch. My dad insisted I should bring this in, but I am not hungry now. I’d much rather be playing football.’ A grin widened across Ali’s face.
as the school bell rang
<table>
<thead>
<tr>
<th>Name: ___________________</th>
<th>Age: ________</th>
</tr>
</thead>
</table>
| ___________ said, "__________
__________________________
__________________________
__________________________" |__________ said, “__________
__________________________
__________________________
__________________________” |
<table>
<thead>
<tr>
<th>Name: ___________________</th>
<th>Age: ________</th>
</tr>
</thead>
</table>
| ________________________ |__________________________
__________________________
__________________________ |
| ________________________ |__________________________
__________________________
__________________________ |
<table>
<thead>
<tr>
<th>Name: ___________________</th>
<th>Age: ________</th>
</tr>
</thead>
</table>
| ________________________ |__________________________
__________________________
__________________________ |
| ________________________ |__________________________
__________________________
__________________________ |
VOX POPS

_________ said, “__________

__________________________
__________________________
__________________________
__________________________
__________________________

Name: ___________________
Age: _________

Name: ___________________
Age: _________

__________________________
__________________________
__________________________
__________________________
__________________________

Name: ___________________
Age: _________

__________________________
__________________________
__________________________
__________________________
__________________________

Name: ___________________
Age: _________

__________________________
__________________________
__________________________
__________________________
__________________________
Research Sheet
Use the boxes to record what you find out

We are finding out about__________________________

_________________
_________________
_________________
_________________
_________________
_________________

_________________
_________________
_________________
_________________
_________________
_________________

_________________
_________________
_________________
_________________
_________________
_________________

_________________
_________________
_________________
_________________
_________________
_________________

_________________
_________________
_________________
_________________
_________________
_________________

The Literacy Shed © 2017
The Present Resource 7a
A rhetorical question is a question that doesn’t need an answer. It might be used to make a point, to get the reader thinking or to start a discussion. Tick the questions below that you think are rhetorical.

Where is the nearest post box?  
Why would anyone want all the responsibility of having a pet?  
What is six times ten?  
Can’t you do as you’re told?  
How would you like to win a million pounds?  
Ever wondered how magicians learn their amazing tricks?  
What would you like for your tea?  
Who is the Prime Minister?  
Isn’t the human body amazing?
Rhetorical Questions for Sub-headings

*Rhetorical questions can make good sub-headings in an information text as they make the reader want to read the paragraph to find out the answer. Choose a rhetorical question to fit each paragraph and copy it as a sub-heading.*

**Learning a Musical Instrument**

*How do you find a good music teacher?*  
*Have you got what it takes to practise?*  
*Will you be the next superstar musician?*  
*Why should you learn to play a musical instrument?*  
*Which instrument should you choose?*  
*Could you learn to play a musical instrument?*

Learning to play a musical instrument is a good idea if you already enjoy listening to music and would like to make your own. It can suit sociable people or those who prefer to be on their own, as you can play in a group or by yourself. Playing an instrument is thought to help you concentrate better and even improve your maths skills!

One of the best ways to choose which instrument to play is to think about the instruments used in your favourite pieces of music. If you choose an instrument you like the sound of, then you will be more likely to enjoy playing it. You might also want to think about how easy it will be to take your instrument to and from lessons and how loud it will be when you practise at home!

If you want to be able to play an instrument properly, you must be prepared to do lots of practise. A music teacher will show you new skills in your lesson but after that you have to go home and work on them at least three times a week. The best musicians do many hours of practise to reach their high standard.
Rhetorical Questions for Sub-headings

Rhetorical questions can make good sub-headings in an information text as they make the reader want to read the paragraph to find out the answer. Write a rhetorical question to fit each paragraph as a sub-heading. The first one is done for you.

Learning a Musical Instrument

Why should you learn to play a musical instrument?
Learning to play a musical instrument is a good idea if you already enjoy listening to music and would like to make your own. It can suit sociable people or those who prefer to be on their own, as you can play in a group or by yourself. Playing an instrument is thought to help you concentrate better and even improve your maths skills!

One of the best ways to choose which instrument to play is to think about the instruments used in your favourite pieces of music. If you choose an instrument you like the sound of, then you will be more likely to enjoy playing it. You might also want to think about how easy it will be to take your instrument to and from lessons and how loud it will be when you practise at home!

If you want to be able to play an instrument properly, you must be prepared to do lots of practise. A music teacher will show you new skills in your lesson but after that you have to go home and work on them at least three times a week. The best musicians do many hours of practise to reach their high standard.

Your teacher will show you how to hold your instrument and how to make the different sounds correctly. They will teach you how to play different tunes and rhythms and how to control the volume of your playing for different pieces of music. You will probably also learn how to read musical notes on a page, so that you can work out new pieces on your own.
Are you ready to own a dog?

Do you know how to feed a dog?

How do you keep a dog healthy and happy?

Is your home ready for a dog?

Paws for Thought

Did you know?

The Present Resource 9a
Are you ready to own a dog?

Paws for Thought

Did you know?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Walking is a great way to exercise and if you have a dog you will probably walk more.

Dogs are really cute.

Dogs can make great companions, especially for people who live alone.

Dogs are the best type of pet anyone could have.

Some dogs aren’t just pets, they do jobs for humans. For example, guide dogs and sheep dogs.

Some experts have found that being with a dog can make people feel calmer and happier.

A home isn’t a home without a dog.

Having a family dog can help children learn to be caring and responsible.
What is so great about owning a dog?

Would you like to be more healthy?

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Views from our class

“________________________” said ________,
age____.

“________________________” said ________,
age____.

Would you like to feel calmer?

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Would you like a loyal friend?

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

Paws for Thought

Did you know?

________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________
________________________________________________________________________________________________________________________________________

The Present Resource 10b
What is so great about owning a dog?

___________________________
___________________________
___________________________
___________________________
___________________________
___________________________
___________________________

Views from our class

___________________________
___________________________
___________________________
___________________________
___________________________
___________________________
said __________, age____.

___________________________
___________________________
___________________________
___________________________
___________________________
___________________________
said __________, age____.

___________________________
___________________________
___________________________
___________________________
___________________________
___________________________

Paws for Thought

Did you know?

___________________________
___________________________
___________________________
___________________________
___________________________
___________________________

___________________________