

How to Skin a Bear: Activity Plan 4

Reading Skill:

2g. Identify/explain how meaning is enhanced through choice of words and phrases.

To discuss effective words and phrases in a text.

Vocabulary and Key Phrases:

Bee, Dog, Stone Age, howling, frantically, stonking, desperately, intense, moist, scrabble, whine, sludge, squint.

Prior Learning: Children will have read up to the end of Chapter 2

Reading Task: Read Chapter 3 of the story.

Reading Questions

This chapter is called 'I Have Done a Few Things Wrong'. Who do you think is saying this and what do you think they have done wrong?

- Example answer: I think it is Bee saying this and the things she has done wrong are that she ran off and didn't listen to her dad when he told her to come back.

Does the name of the chapter make you want to keep reading?

- Example answer: Yes, because I want to find out exactly what the things are that Bee thinks she has done wrong.

p. 20 'I'm lost. Really lost. Really, really lost.' How does the repetition Bee uses here make you think she is feeling at the start of the chapter?

- Example answer: The repetition of the words 'lost' and 'really' emphasises how very lost Bee feels at the start of the chapter.

p. 21 What does Bee mean when she says that she might as well not be wearing furs?

- Example answer: She means that that her furs are so wet that they are no longer helping to keep her dry.

p. 21 What does the sentence 'But who cares about them?' tell you about how Bee is feeling towards the tribe?

- Example answer: Bee is feeling angry with the rest of the tribe because they wanted her to leave Dog behind.

p. 22 Can you find a sentence on this page which tells the reader that Bee feels confused?

- My brain feels tangled.

p. 22 The word 'stonking' is used to describe the storm in thought five. Can you think of a synonym for this word?

- Example answer: Impressive or huge.

p. 23 Bee repeats the word 'no' a lot in the sentence, 'I've got no food, no water, no tent and no idea where my tribe is'. How does this make you think she is feeling?

- Example answer: The repetition of 'no' emphasises how negative Bee is feeling and how many problems she has at this point in the story.

p. 23 What does Bee mean when she says she will become a 'human swamp'? What do you think a 'human swamp' would be like?

- Example answer: A swamp is a bog or marsh so a human swamp would be a human that is very wet and muddy.

p. 23 What do you think is meant by the phrase, 'the trees wag their fingers at me'? How do you think this makes Bee feel?

- Example answer: I think that this means that the branches of the trees are waving around. It makes it sound like the trees are people and, because they are wagging their fingers at Bee, it seems like they are telling her off. This helps add to the sense that Bee feels alone and as if she is in an unfriendly environment.

Deeper Reading:

p. 23 We have already discussed the repetition in the sentence, 'I've got no food, no water, no tent and no idea where my tribe is'. Can you find another example of repetition on this page? What does this repetition show you about how Bee is feeling?

- Example answer: 'I start tramping uphill, but I'm tired. Really tired. Totally, properly really tired.' The effect of the repetition of 'really' is to emphasise how exhausted Bee is feeling.

p. 25 What words and phrases on this page do you think are effective in describing the fact that Bee has a headache? Explain why you think these words and phrases are effective.

- Example answer: 'My head throbs' is effective because 'throbs' is a good verb to explain what a headache feels like. 'My head nearly explodes from the intense pain' is effective because it describes just how bad her headache is, and 'intense' is a good word to use to show how great the pain is. 'My head pounds like a banging drum' is a good simile to show that it feels as if someone is banging Bee's head like a drum.

p. 26 'Peeling myself out of the sludge.' Why do you think 'peeling' is an effective verb choice here?

- Example answer: I think that 'peeling' is a good verb to use here because peeling usually removes a skin from something (like removing glue from your hands) so it shows that Bee is tightly stuck in the mud.

Related Activities

Punctuation and Grammar: Children complete the [The Present Perfect Tense Activity Sheet](#).

Challenge! Children write their own sentences in the present perfect tense, including the past participles of some of these verbs: give, speak, take, eat, steal, ride.

Comprehension: Children complete the [Comprehension Activity Sheet](#).

Challenge! Children explain whether or not they think that Bee shows determination in this chapter.

Write: Children complete the [Subordination Activity Sheet](#).

Challenge! Children write their own sentences about the story that start with 'when', 'if' and 'because'.



Vocabulary: Children complete the [Vocabulary Activity Sheet](#).

Challenge! Children write one sentence that includes these words from the text: tramping, moonlight, attempt.

Personify: Children complete the [Personification Activity Sheet](#).

Challenge! Children use personification to write sentences set in the Stone Age.

Digital: Children complete the [Missing Poster Activity Sheet](#), using a word-processing application on a desktop computer or laptop.

Challenge! Children think carefully about the size and style of font they have used on their poster. They edit their work to make important words and phrases stand out more.

