

How to Skin a Bear: Activity Plan 5

Reading Skill:

2f. Identify/explain how information/narrative content is related and contributes to meaning as a whole.

To talk about how parts of the story link together.

Vocabulary and Key Phrases:

Sinkhole, muscular, dandelions, scrumptious, anthill, spindly, Pig Lick River, Rock of the Long Sun, Midsummer's Day, structure, boar, Snapping Stick, idly, vigorously, discarded, pitifully, colossal, carcass.

Prior Learning: Children will have read up to the end of Chapter 3

Reading Task: Read Chapter 4 with the teacher. Teacher Note: All children should read Chapter 5 as an independent task. (Some children may feel emotional while reading Chapter 5 when Bee reflects on how much she misses her father.)

Reading Questions

p. 27 Why do you think the tent smelled bad after the tribe ate rotten horse meat?

- The tribe probably had upset stomachs so, when they broke wind, the tent smelled particularly unpleasant. Maybe they were even sick or had diarrhoea in the tent.

p. 27 When the author mentions that Bee has a sore bit on the back of her head, to which part of the story does this link back?

- This links back to Chapter 3 when she fell and hurt her head.

p. 28 The beast in Bee's dream has 'a mouth like a sinkhole'. What does this tell you about the beast's mouth?

- A sinkhole is a hole in the ground that is caused by the ground collapsing so the beast probably has a big open mouth that you can see inside.

p. 28 Can you find two examples on this page of Bee linking back to earlier in the story by mentioning the tribe?

- She mentions the elders hunting when talking about her dream. When she is describing what a fine dog Dog is, she links back to the reason she chased after Dog instead of leaving him behind.

p. 29 Are you surprised that Bee says that she doesn't miss Rat? Explain your answer.

- Example answer: I am not surprised because, although she misses the rest of the tribe, she felt that Rat was very mean to her and she has not forgiven him for this.

p. 31 Why do you think Bee doesn't finish what she planned to say when she says, "Dog, why are we – woah!"?

- Bee is so overwhelmed by the view at the top of the hill that she abandons her train of thought and admires the view.

p. 32 Where did the Pig Lick River get its name from?

- It is called the Pig Lick River because wild pigs live near the banks and lick up the water from the river.

p. 32 Why do you think the author mentions that Bee is not included in the ritual that the tribe do on Midsummer's Day?

- Example answer: I think the author includes this to link back to earlier in the story and to remind the reader that Bee was not included in the Ritual.

p. 33 Which sentence on this page links back to the setting of the previous chapter?

- 'Not a piddling little bite out of the rocks full of squelchy mud, like the one we slept in yesterday, but a proper cave with a high roof and a rock floor.'

p. 34 'I gulp. It's a human skull.' Why does the author choose to put this as a paragraph on its own on the page?

- Example answer: Putting these two sentences on their own draws attention to the sentences and shows that they are important. It creates tension and makes you want to read on.

Deeper Reading:

Who do you think the author wrote this book for?

- Example answer: I think the author wrote this book for children who enjoy adventure stories. I don't think young children would enjoy it because there are some gory parts in it like when she is eating the ants. They might also be unsure about the meaning of some of the words used in the story.

Why do you think the author chose to write this book in the present tense?

- Example answer: I think the author chose to use the present tense so that the reader feels as if they are moving through the story alongside Bee. It also helps to raise tension, as Bee doesn't know what will happen next.

By the end of Chapter 4, how do you think Bee has changed from the start of the story?

- Example answer: She has become much more independent because she has had to look after herself. Physically, Bee is more wet, tired and bedraggled now than she was at the start of the story. Although she sometimes felt left out of the tribe at the start of the story, she now misses them and feels lonely.

Related Activities

Punctuation and Grammar: Children complete the [Prepositions Activity Sheet](#).

Challenge! Children look back at Chapter 3 of 'How to Skin a Bear' and write down the prepositions that they can find in this chapter.

Vocabulary: Children complete the [Food and Eating Words Activity Sheet](#).

Challenge! Children write down their own ideas for adverbs to describe how someone might eat.

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

Challenge! Children design a meal that someone might have eaten during Stone Age times, explaining how they would have got the food and how they would have prepared it.



Describe: Children complete the [In the Cave Activity Sheet](#).

Challenge! Children write a description of when Bee and Dog explore the cave, writing from Dog's point of view.

Research: Children find out about bees using the [True or False Cards](#) as a prompt. They read the [Bees Fact Sheet](#) to find the information and then write down what they find out on paper or in their workbook, as directed by their teacher.

Challenge! Children write some questions of their own about bees and then find out the answers.



Read: Children read Chapter 5. On a whiteboard, they then write down some words to describe how Bee is feeling at the end of this chapter.

Challenge! Children go through every page of Chapter 5 and, on a whiteboard, write down one word for each page which best describes the emotion that Bee is feeling on that page.