

# Daily Reading: How to Skin a Bear 4

The video focuses on looking at how an author structures a story. Children watch the video relating to Chapter 4. They may choose to answer the questions on their activity sheet, they could think about the answers, or you may prefer to talk about them together. If they want to write down their answers, they can pause the video to give them time to write. Answers or example answers are included below. There are also some questions they may wish to answer at the end of the video. It will be useful for them to have the eBook in front of them (included in this pack) to find the answers to these questions.

Watch Video



This activity sheet relates to the **Daily Reading video for Chapter 4**. Other videos for this eBook will be available [here](#) once all the sessions are published.

## Chapter 4

### During the Video



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

**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 reasons she chased after Dog instead of leaving him behind. This might also remind the reader of the argument Bee had with Dad about letting Dog sleep in the tent.**

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

**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.**

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

**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.**

### After the Video



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

**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.**

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

**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.**

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

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

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

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

8. Which sentence on page 33 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.'**

## Deeper Reading



9. 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.**

10. 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 by the tribe at the start of the story, she now misses them and feels lonely.**

## Related Activity



Each day, an English activity relating to the part of the story covered will be provided. These worksheets have activities of increasing difficulty to complete with a Part A, a Part B and an additional challenge. For these worksheets, your child might decide to complete Part A only, to start at Part B or to complete all parts of the worksheet. Answers are provided below.

### Related Activity for Chapter 4: Food and Eating Words Activity Sheet

Following on from the focus on food and eating in this chapter, which is named 'A Scrumptious, Crunchy Feast', children explore words that are linked to this theme. This activity sheet can be viewed on the screen and completed on paper if you don't have a printer available.

## Answers



### Part A

1. She **chewed** the sticky sweet and it got stuck to her teeth.
2. I **grazed** on a selection of crackers and cheese chunks throughout the evening.
3. We **feasted** on mountains of pizza on the evening of my birthday.
4. She quickly **bolted down** her evening meal and went straight out for a jog.
5. I **picked at** my brother's popcorn when he wasn't looking.
6. My uncle **wolfed down** the curry and naan bread with a big smile on his face.
7. The mouse **nibbled** a gigantic piece of cheese.
8. The dog **consumed** a significant amount of treats that day.

Example answers:

**I gobbled up my Christmas dinner happily.**

**We dined at a restaurant to celebrate a special occasion.**

**I swallowed the delicious homemade soup.**

### Part B

Example answers:

| Nouns<br>(names of people, animals,<br>places or things)  | Verbs<br>(action words)  | Adjectives<br>(words to describe nouns)  |
|---|--|--|
| a feast<br><b>breakfast</b><br>liver<br>nuts<br>fish<br>berries<br>insects<br>dandelions<br>leaves<br>sap weeds<br>main course<br>juice | ate<br><b>licks</b><br><b>hunting</b><br><b>rumbles</b><br>eat<br><b>feasting</b><br>stuff<br>melts<br>crunch<br>crackle<br>burst<br>zing<br>slurp | scrumptious<br><b>crunchy</b><br><b>hungry</b><br><b>fresh</b><br><b>roasted</b><br><b>steaming</b><br>juicy<br><b>green</b><br><b>crisp</b><br><b>tangy</b><br><b>creamy</b><br><b>yummy</b><br><b>sour</b><br><b>delicious</b> |

### Challenge Task

Example answers:

**hungrily, cautiously, frantically, cheerfully, joyfully, excitedly**