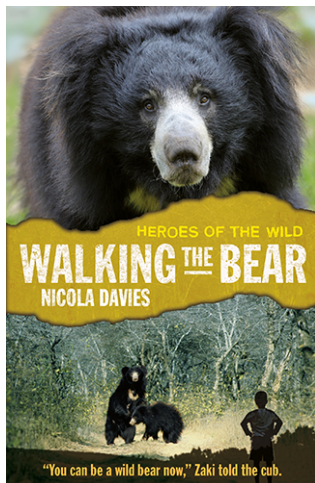


WALKER BOOKS TEACHER RESOURCES



HEROES OF THE WILD SERIES BY NICOLA DAVIES

WALKING THE BEAR

9781406340891
Paperback £5.99
eBook available

Keep a reading log so you can record thoughts and ideas and viewpoints as they develop and change during the course of the story. This can include:

- Predictions
- Plot development – summarising each chapter
- Character studies – deduction and making inferences and refining opinions as the story progresses
- Author techniques – style analysis: form, language, imagery, foreshadowing, motifs, themes, viewpoint, tone.
- Vocabulary – clarifying unfamiliar words and extending personal vocabulary.

When considering discussion points, try out your ideas with a response partner before entering into whole class discussion.

FIRST IMPRESSIONS

Discussion points

(Prediction and inference)

Make a note of your opinions.

- Look at the title only – don't peep at the blurb! What do you think this book will be about
- Does your view change on reading the blurb?
- What genre of book do you think this might be?
- Who do you think the target audience for this book is?
- Think, pair, share: discuss possible ways that the plot might develop, map these out quickly and share with the class.
- Think, pair, share: describe the design of the cover of the book to each other. Discuss the different features and evaluate the overall effect.
- On a piece of paper measuring the same dimensions as the book cover, create your own design to fit the title.

CHAPTER 1

Glossary

- Create a glossary of Indian words and their meanings as you read the book. Remember to organise them into alphabetical order.

Physical challenge (p.5)

- Walk with a book balanced on your head. Who can walk the furthest without dropping it? What happens to your body posture as you do this?

- Why do you think people carry things on their heads?

Creative challenge (p.6)

- In small groups, using tuned and untuned percussion, create a short melody for the mother, four simple accompaniments to represent the sisters and a deep percussion sound for the father.
- Practise and perform to your class.
- Evaluate each other's performance and decide whether there are improvements that can be made.

Research (p. 8)

- Look up recipes for chai.
- Decide which recipe to use and sample it.
- How is it different from the way English cups of tea are traditionally made?

Reflect and discuss (p.9, p.14)

(Inference and deduction)

- How does Zaki's family make a living?
- What are the disadvantages of this way of life?
- Do you think children should be expected to carry on tradition in families, or should there be change?
- How do you feel about dancing bears? Refer back to the text to support your opinions.

Fauna fact file

- Keep a fact file with notes on what you discover about bears.

Writing activity

Pen portraits

- Jot down what you have discovered about the main characters so far: Zaki, Nazeera, Tareef, Rashma.

CHAPTER 2

Reflect and discuss

(Inference, deduction, prediction)

- What do you think Tareef should do?
- Should he trust Mr Ahmed?

Author technique (p.17-18)

- Scan for the similes on these pages and discuss the effect they have.
- Create a simile of your own to describe a particular:
 - Building
 - Group of people

Reflect and discuss (p.21)

- What is your opinion of the old man?
- How would you react to his words if you were Zaki?

CHAPTER 3

Artistic challenge

- Re-read the very vivid description on pages 22-24.
- In a group, create a collage of the parade.
- Decide who will be creating which part of the picture and think carefully about the scale of the different elements so that they fit well together.

Fauna Fact File (p.26)

- Find out more information about:
 - Sloth bears
 - Dholes
 - Wolves
 - Tigers
- Decide on sub-headings for your fact files so that you can organise the information clearly.

Reflect and discuss (p.27)

(Inference and deduction)

- How is Zaki different from his father?

Writing activity (p.29)

- 'Hero' – think of someone you would really like to meet.
- Explain why you think they are special.

CHAPTER 4

Reflect and discuss (p.31, p.34, p38)

(Inference and deduction)

- Why do you think '*Tareef always won*' quarrels?
- How is Zaki feeling?
- How do you feel about Zaki's father?
- Does Zaki '*owe*' his father respect?
- What do you think of Daaruk? Did he surprise you in any way?

Drama (p.37)

Conscience Alley

- Make two lines: one representing the pros and one representing the cons of Zaki continuing his journey.
- Choose someone to take the role of Zaki.
- As he progresses down the alley, whisper reasons why he should either go back or continue with his journey.
- What does Zaki decide?

Reflect and discuss (p.39)

- What will happen next?

CHAPTER 5

Reflect and discuss (p.44)

(Prediction)

- What is karma?
- Do you agree with what Daaruk says: '*All good deeds come back to you in the end?*'
- What do you think Zaki will have to do first when Daaruk drops him off?

CHAPTER 6

Drama

Hotseating

- Work in pairs to hotseat Zaki:
- Prepare probing questions about his behaviour and motivation and possible answers to the questions which might be asked.
 - Hotseating prompts! Hotseating: beliefs and motivation prompts
 - 1. Who ...? 1. Why did you ...?

- | | |
|---------------|---------------------------------|
| 2. Where ...? | 2. What do you think about ...? |
| 3. When ...? | 3. Isn't it true that? |
| 4. Why ...? | 4. Are you happy with ...? |
| 5. What ...? | 5. What makes you ...? |
| 6. How ...? | 6. Why did you react ...? |

- Take it in turns to be on the hot seat to answer the questions.

Reflect and discuss (p.49, 50)

(Inference, making connections)

- Why was it important that the poo '*looked pretty old*' in the abandoned temple.
- What do you think might be inside the package Zaki's father gave to him?

Vocabulary (p.49)

- Scan for the word *nomad*.
Explain its meaning. If you are not sure have a dictionary race.

CHAPTER 7

Author technique (p.52)

- How do the first two sentences contrast with the last sentence of the previous chapter?
- Why do you think the author chose to do this?

Fauna fact file (p57)

- What have you learned about porcupines that you didn't know before?
- Create a fact file.
- Do further research to add more interesting details.

Reflect and discuss

(Inference and deduction)

- What have we learned about Zaki's character? How do you feel about him?

CHAPTER 8

Reflect and discuss (p.61)

- In what ways is Zaki a good carer for the cubs?

Author techniques

- Re-read the chapter and choose a piece of descriptive text which creates a vivid impression. Compare your choice with others and discuss why the writing is so effective.

Writing activity

- Choose a place that you know well and write a short, vivid description. Think about the different senses.

CHAPTER 9

Fauna fact files

- List all the different foods that the cubs eat.
- Add the new animals mentioned in the text to your fact file.

Author technique (p.70)

- How does the author build up the tension and describe the attack so effectively.

Research

- Find out about the artist Henri Rousseau, and look at his paintings of tigers and other wild animals.
- Find out how he painted these subjects.

Artistic challenge

- Using either paints, pastels or collage, create '*the chaotic weave of stems and stalks, light and shade*' camouflaging a tiger.
- Create a class gallery.

Reflect and discuss (p.7)

- What do you think is meant by the words: '*The wild bear-life had got inside him?*'

CHAPTER 10

Musical challenge

- Using tuned and untuned percussion, create a '*weather*' musical piece to reflect the weather pattern described on page 74 from '*The rains came very latemiddle of the day.*'

Reflect and discuss

- Skim through the chapter and list the lessons that Zaki and the cubs have learned in chapter ten.

Fact file

- Add the new animals mentioned to your fact file.
- See if you can find out additional information to add.

CHAPTER 11

Musical challenge

- Add another section to your previous piece of music to indicate the rains described in the first sentence of chapter eleven.

Reflect and discuss

(Personal response, inference.)

- How did you feel when you read this chapter?
- How do you think Zaki feels?
- What lessons do you think he has learned?

Writing activity

- Think of a time when you have felt desperately sad. Write a short piece describing how it made you feel physically.

CHAPTER 12

Writing activity (p85)

- In groups, discuss what equipment you would take in your rucksack if you were going on an expedition and travelling light by keeping equipment to a minimum.

Fact file

- Add sambar to your file.

Reflect and discuss (p.87)

(Inference, evaluation)

- What do you think of Zaki's attitude to Bijli's death now?

Author technique (p.90)

- Which image stays with you when you read:
'But there was no chance of hearing... Everything went black.'
- Pick out the verbs and the simile.

Reflect and discuss (p.93)

(Prediction)

- What do you think Zaki will do next?

EPILOGUE

Drama

Readers' Theatre

- In groups of four, prepare a Readers' Theatre presentation for pages 94 - 95.
- Think about and make performance notes on:
 - Who will read each section
 - What the dialogue should sound like
 - What the punctuation is telling you about how to read the extract
 - Concentrate on fluency, timing, expression, intonation and phrasing, so that you clearly convey the characters' qualities.

Reflect and discuss (p.96, 98, 99)

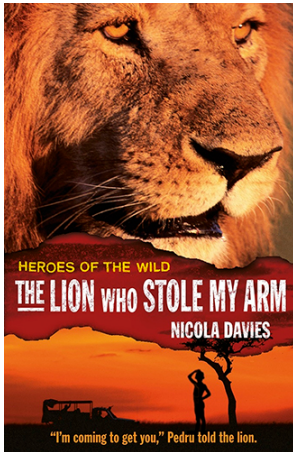
- Does your family or area have any *'traditions'*?
- Do you think traditions are important?
- Why was Zaki's music so special?
- What makes Zaki a special person?
- What important lessons has Zaki learned?
- Do you think Tareef is a good father?
- Why do you think Zaki didn't tell Tareef immediately what had happened at the station?
- What sort of feelings have you experienced while reading this book?
- What have you learned as a result of reading it?

THE FACT IS

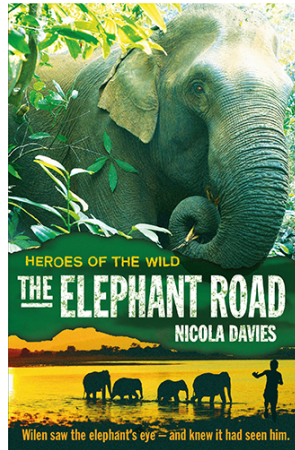
Fundraising challenge

- Devise activities, competitions and entertainments to raise money to support one of the animal welfare organisations mentioned in *THE FACT IS*.
- Publicise your project in advance, using your infographs and fact files to arouse people's interest and sympathy.

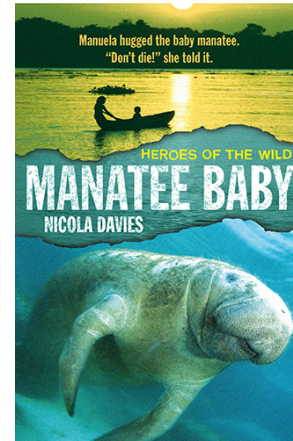
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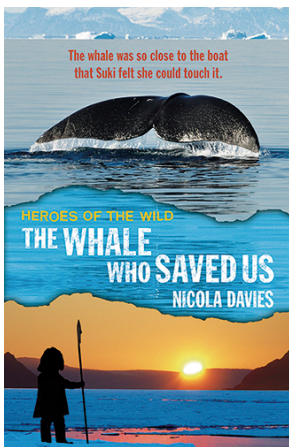
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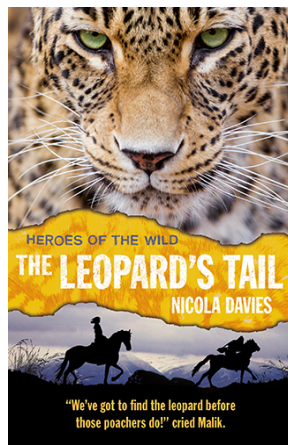
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