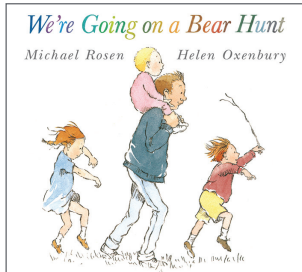




Individual title activities



We're Going on a Bear Hunt

Author: Michael Rosen ©1989
Illustrator: Helen Oxenbury ©1989
ISBN: 9780744523232
Other editions available: 9781406323924 (Paperback + DVD), 9781406310948 (Paperback + CD), 9780744547818 (Big Book), 9780744555721 (Board Book), 9780744511352 (Hardback) and 9781406312614 (Let's Play: Book, Board Game and DVD)

Available from all good bookshops, your school and library supplier, and at www.walker.co.uk

This classic campfire chant with its rich onomatopoeic language sweeps children up from the very first line to take them on a fantastic, memorable romp which they cannot help but join in. Helen Oxenbury's beautiful colour-washed illustrations conspire to make this book an essential and tactile experience for all young readers so that they will want to talk about and revisit it repeatedly. Teachers will want to re-enact and replay it across the classroom and beyond, and use it to develop young readers' feel for the pattern and tune of the language in a physical and imaginative celebration.

Teaching Sequence – 2 weeks

Learning aims:

- To enable children to enjoy and join in with the reading of the book
- To enable the children to enact the story
- To help children respond to the story through talk, drawing and painting
- To help them understand the structure of the story through storymapping

Resources:

- Big Book version
- Multiple copies of picturebook
- Audiotape

Session 1 | Reading aloud and discussion

This book is its own best introduction, so read the book aloud straight through, encouraging children to join in with the actions from the start (they probably won't be able to resist doing so anyway).

When you get to the end, spend a little time looking together at the endpapers where the bear is shown ambling off along the coastline and chat with the children about their responses to this.

How does this picture make you feel?

How do you think the bear is feeling?

Make a note of some of what the children say for pinning up later as part of the display. Children will enjoy reading and re-reading each others' comments. Children will probably talk about how lonely they think the bear is and you might want to explore this further, perhaps by writing a thought bubble for the bear as shared writing.



Session 2 | Re-enactment through play

Set up your own bear hunt either within the classroom or in the outside area. Hide a toy bear and set the children off to find it, chanting the rhyme as they go. You might go on to develop this by creating larger fixed areas where they can role-play being in the long grass, mud etc., or by creating the story in miniature within a builder's tray.

Session 3 | Storymap

Ask pairs of children to work on large sheets of paper to draw a storymap of the story. Suggest that they can annotate these in any way they like, for example, adding speech bubbles, or by writing on any parts of the story that they particularly like. Children should then present these to another class, using their maps to help them tell the story.

Session 4 | Paint a wall story

Divide the story into sections for children to paint on large sheets of paper and pin it up as a wall story. This can be a particularly effective way to encourage children to begin to pay attention to the repeated sections of print.

Session 5 | Shared writing

Using a flip chart, and with you acting as scribe for the children's ideas, write captions to go with one or two of the paintings, as well as the most predictable sections of the story. Encourage children to go on to write their own captions, working alongside them to model the writing. Children should present these to the rest of the class before they are added to the displayed story.

Session 6&7 | Write another version

The strong memorable patterning of this text provides an excellent structure for children to use to create other versions, for example, "We're going on a ghost hunt", "We're going on a zoo trip", "We're going down the market"... These can be imagined stories or the shape of the *Bear Hunt* story can be used to provide the narrative for a trip already undertaken by the class. These can be illustrated with photographs and drawings, and presented in print or electronic versions using PowerPoint. The children's own voices can then be added to make the class's own talking book.

Session 8 | Bookmaking

Suggest that children write their own independent versions of *We're Going on a Bear Hunt* in small individual books. Ask children to work with a partner and to tell them how they are going to begin their story. Once they have finished ask children to read it to two other friends before adding it to the display for everyone to read.



Sessions 9&10 | Role-play

Work with the children to create the bear's den either in the outside area or within the classroom. It will be important that the children are involved in both planning and making the den and in deciding what sorts of things the bear would want to have in his den. They will have much more interesting ideas about what these could be.

Session 11 | Finding out about real bears

Put together a collection of information resources that the children can use to help find out what real bears are like, and set aside time for children to talk with both the class group and with adults about what they have found out or noticed from reading these. Some children may respond to opportunity to explore this aspect of the work in considerable detail.