

# Reading Roundup

## We're Going on a Bear Hunt

Written by Michael Rosen

Illustrated by Helen Oxenbury

Reading Roundup  
Partners



### Introduction

Gather the students around you so that they are able to see the illustrations of the book. Most classrooms will have an area rug defining this space. Introduce yourself and tell the students that you are excited to share We're Going on a Bear Hunt, written by Michael Rosen and illustrated by Helen Oxenbury.

### Before Reading

*One of the reasons I'm anxious to share this book with you is that it's a book children and grown-ups have enjoyed for many years. It's a story that when practiced, can be read like a song or poem. As I read the book, listen for the repeated sentences and words. We'll practice reading the book more than once, so feel free to join in when you're ready.*

## During Reading

- Begin reading the book by starting on the title page. Hold the book so that students are able to see the illustrations. Give plenty of time for students to “read” and think about the pictures. Continue to read through page 5.

- **Page 5** Notice how the words on each line get bigger and bigger. **P** – What do you think the author is telling the reader by making the words bigger and bigger? (The author wants the reader to read each line a little louder than the line before.) *Let's practice the sound of going through the grass.* Continue reading through page 9.

- **Page 9** *Let's practice making the sound of going through a deep cold river.* Continue reading through page 11.

- **Page 11** *We can read words and we can read pictures, too. Look at the illustration and notice the expression on the dad's face. T/T – Turn and talk to your partner about what's going on in this picture and how the dad feels about it.* (The children in the book are playing in the mud and getting filthy dirty. The dad doesn't like what's happening, and he's unsure what to do about it. He looks like he might want to turn around and go home.) While encouraging the students to join in, continue reading through p. 19.

- **Page 19 P** - *Notice how the illustrator helps us know that the family is scared even though they say they're not. How do you know the characters are afraid?* (I know they're afraid because they're holding each other and standing close while they look at the snow storm coming.)

- Continue reading the rest of the story making sure students have time to “read” the illustrations and practice “reading” the words like a chant or rap.



## After Reading

- *We're Going on a Bear Hunt* is such a fun book to read. It's even more fun to read it together like we're part of a choir. I'd like to invite you to read along with me as I read the book again. Feel free to start, stop, practice, and repeat as you re-read this book. The children will have a great time building verbal fluency and recognizing rhythm in text.

**Remember**, there are all kinds of reading to enjoy. Some tell stories, some teach us new things, and some are just fun. Don't forget to choose books that make you laugh and feel like playing.

## Vocabulary

This selection is full of onomatopoeias – words formed from a sound associated with what is named. Some are made-up words.

**Swishy swashy** – p. 4

**Splash splosh** – p. 8

**Oozy** - squishy p. 11

**Squelch squerch** – p. 13

**Gloomy** – dark p. 23

A wooden wagon with two large spoked wheels and a smaller front wheel. The wagon is filled with a large white sack that has the words "WORD WAGON" printed on it in a bold, serif font. The wagon is positioned at the bottom left of the page, with the thick rope from the arch passing over its front wheel.

**WORD  
WAGON**