LESSON TITLE:
WE'RE GOING ON A BEAR HUNT

IN THIS LESSON  Children are engaged in an interactive movement experience during shared reading of
We're Going on a Bear Hunt, a well-known story retold by Michael Rosen and illustrated by Helen Oxenbury.

GOALS
CHILDREN WILL:
• Use physical activity while participating in shared reading
• Use contextual and conceptual understanding, and employ tools and resources
to acquire new vocabulary
• Use comprehension strategies
• Apply reading strategies
• Engage in research
• Develop oral, visual, and motor communication by listening, viewing, speaking,
  and moving

ACTIVITIES
LITERATURE-BASED STRATEGY: SHARED READING
MOVEMENT-BASED STRATEGIES: INTERACTIVE MOVEMENT

LESSON:

STEP 1: PLANNING
Look for a book that will involve children in an interactive movement experience.

The story of the bear hunt is one that has been told countless times and invites participation. Michael Rosen’s We’re Going on a Bear Hunt is his version of the hunt. Like the traditional story, the text is cumulative and repetitive, allowing children to participate by repeating patterned lines and engaging in movement patterns.
**Step 2: Shared Reading**

Shared reading experiences are planned in three parts: before, during, and after reading, in order that children receive the most benefit.

**Before Reading**
- Show the children the cover of the book.
- Share the title, author, and illustrator.
- Explain that the book is the author’s retelling of the story *We’re Going on a Bear Hunt*.
- Ask the children to predict what will happen in the story.
- Show the cover page, and identify the characters (father, children, dog).
- Present three to four vocabulary words.
- Discuss the concepts of “over,” “under,” and “through.”
- Discuss the concept of “brave,” and use the repeatable phrase, “We’re not scared!”
- While the children are seated with their legs crossed, have them do a brief motor activity that is connected to the book (e.g., “swishy swashy” by sliding hands forward and backward in opposite directions; “splash splosh” by rocking from side to side and putting hands on knees).
- If the children are familiar with the traditional story, point out differences between the story and the book (e.g., in the story, they usually swim across the river; in the book, they walk through the river).

**During Reading**
- Read the story, and encourage children’s engagement with discussions, prompts, questions, and movement. (“Have you ever played in mud?” “What does it sound like when you’re walking in thick, oozy mud?” “Do you move fast or slow?”)
- Read the story, pausing to invite children’s participation. (“What sounds do you think they heard in the swirling, whirling snowstorm?” “Roll your hands and move your arms up and down to show the swirling, whirling snowstorm.”)
- Stop and reinforce the new vocabulary you want children to learn and use. (“How did they feel when they saw the bear? Were they scared?” “How did they walk into the cave? Did they walk all the way through it?” “How did they move out of the cave?”)

**After Reading**
- Engage children in a discussion (“What are the different places the family went during the bear hunt?”), being sure to review the vocabulary discussed during the reading.

**Step 3: Interactive Movement**

Model, guide, explore, and practice motor patterns that include rhythmic patterns.
- Have children use gestures and nonlocomotor and locomotor movements to make connections to vocabulary. (“Show me how the family walked into the snowstorm. Let’s all walk like that.”)
- Use a variety of pathways. (“What kind of path or pattern did they follow—straight, zigzag, curved?”)
- Suggest various ways of moving related to children’s prior knowledge. (“In this book, the family walked through the water. Are there other ways of moving across the river?” “Show me how you would swim.” “Let’s all swim like _______ is swimming.” “Who can show us another way to swim?”)
**EVALUATION**

To assess children, individually or in groups, you can create a rubric based on the goals and objectives of the lesson and the appropriate standards. Use the evaluation to plan for future experiences.

### Goals

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**Examples (Anecdotal Records)**

Uses appropriate physical activity and verbal responses—listening, speaking (rhyming, repeating predictable text)—while participating in shared reading

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**Examples (Anecdotal Records)**

Uses contextual and conceptual understanding, and employs tools and resources to acquire new vocabulary

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**Examples (Anecdotal Records)**
## Evaluations

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Revisit the book to engage children in motor experiences that are increasingly more active. (Move from doing nonlocomotor activities while seated to involving the whole body with nonlocomotor, locomotor, and perceptual motor activities.)

Reinforce presented vocabulary and introduce new words. ("What is the sound that the mud made?" “Stand and show the movements of the family as they walked in the mud.

How high did each family member lift his or her knees?")

Discuss what other types of “hunts” the children can go on. ("We’re going on an insect hunt. We’re going to see a big/small/long/short/winged one. Oh, my, butterflies! Can’t go over them; can’t go under them; we’ll just join them!")