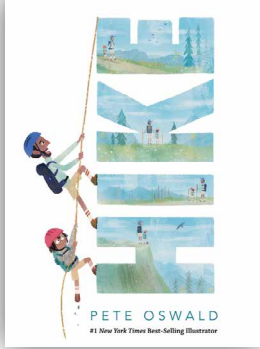




Walker Books Classroom Ideas



Hike

Pete Oswald
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*Notes may be downloaded and printed for regular classroom use only.

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Outline:

In the cool and quiet early light of morning, a father and child wake up. Today they're going on a *Hike*. Follow the duo into the mountains as they witness the magic of the wilderness, overcome challenges, and play a small role in the survival of the forest. By the time they return home, they feel alive – and closer than ever – as they document their *Hike* and take their place in family history.

In detail-rich panels and textured panoramas, Pete Oswald perfectly paces this nearly wordless adventure, allowing readers to pause for subtle wonders and marvel at the views. A touching tribute to the bond between father and child, with resonant themes for Earth Day, *Hike* is a breath of fresh air.

Author/Illustrator Information:

Pete Oswald is a painter, illustrator and animator. He worked as a character designer and concept artist on the popular films *Madagascar: Escape 2 Africa*, *Cloudy with a Chance of Meatballs*, *Hotel Transylvania* and *ParaNorman*. He was also the art director and production designer for *The Angry Birds Movie*. Pete Oswald lives in Santa Monica, California, with his wife and two sons.

How to Use These Notes:

This story works on many levels. The suggested activities are therefore for a wide age and ability range. Please select accordingly.

These notes are for:

- Ages 4+
- Years F-2

Key Learning Areas:

- English

Example of:

- Picture Book

Themes/Ideas:

- Family
- Nature



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Discussion Questions and Activities:

Before Reading

Before reading *Hike*, view the cover and title of the book. Identify the following:

- The title of the book
- The author/illustrator
- The publisher
- The blurb.

Based on the cover, what do you think this story is about? How do you think it will begin/end? After reading, revisit your answer to this question. Were your predictions correct?

Reading as a Class

Go through the book as a class and without trying to “read” the story, discuss what is happening on each page. Discuss the setting, the people, the actions characters are taking, the use of colour and composition.

Read through as a class with the teacher or librarian creating the story. Afterwards, ask students if they agreed or disagreed with the reader’s interpretation.

Go through the book and write more words that could appear on each page on post-it notes. These words could be dialogue between characters, actions/verbs, thoughts or feelings of characters, descriptive words/adjectives and descriptions of events taking place. Use these words as a starting point to write your own text to accompany the illustrations.

Illustrations

In small groups, have one student “read” the story to the group. The reader should interpret what is happening in the illustrations and tell the story creatively when reading to the group, rather than merely explaining what is happening on the page. Allow several members of the group to do the same. Follow this with a class discussion on how there is no right or wrong interpretation of the illustrations.

Further Activities

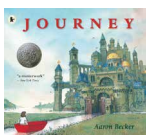
What can you tell about the boy’s character from the details in his room? What might his interests and hobbies be? Do any of the objects appear later in the book?

Make a list of the activities the father and son do on their *Hike*. How do they make sure each activity is safe?

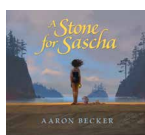
What animals can you see along the way? Make sure you look for insects and birds too!

The father and son add photos from their day to a family album, like their family before them. Does your family have any special traditions or things you like to do together?

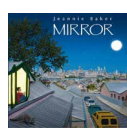
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