



About the Book

Text Type: Fiction/Fable Page Count: 12 Word Count: 131

Book Summary

The Tortoise and the Hare is a retelling of the classic fable. Given his great speed, boastful Hare is certain he will beat humble Tortoise in a race. Hare does not realize, however, that slow and steady wins the race. Students will enjoy this simple tale told through repetitive text and delightful illustrations.

About the Lesson

Targeted Reading Strategy

- Retell

Objectives

- Retell to understand the text
- Identify cause and effect
- Discriminate short vowel /a/ sound
- Identify short vowel a
- Recognize and use quotation marks
- Identify synonyms

Materials

Green text indicates resources are available on the website.

- Book—*The Tortoise and the Hare* (copy for each student)
- Chalkboard or dry-erase board
- Dictionaries
- Cause and effect, short vowel a, quotation marks worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *after*, *one*, *said*
- Content words:
Story critical: ***brag*** (v.), ***hare*** (n.), ***passed*** (v.), ***race*** (v.), ***steady*** (adj.), ***tortoise*** (n.)

Before Reading

Build Background

- Write the word *brag* on the board. Ask students if they know what it means when someone brags. Invite them to share their ideas. Have students discuss how it feels when someone brags about something. Discuss the difference between being proud about an accomplishment and bragging about it.

Lesson Plan *(continued)*

The Tortoise and the Hare

- Have students share experiences of when they felt proud of something they accomplished. Discuss with students that being proud of something is important but that bragging can be hurtful to others.
- Write the word *fable* on the board. Explain to students that a fable is a make-believe, or fiction, story that often teaches the reader a lesson. Explain to students that this story is a fable and will teach a valuable lesson.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the pictures in the book. Remind students that the pictures in the book give clues about the story and about the characters. Ask students what they expect to read about in the book on the basis of what they see in the pictures. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Retell**

- Explain that effective readers stop now and then during reading to retell in their mind what is happening in the story. Stopping to retell the events of the story helps readers remember and understand what they are reading.
- Explain that when people retell a story or event, they explain the details in order. Point out that people retell stories as part of their daily lives, such as sharing what happened at school or the events on a television show.
- Model retelling a life event.
Think-aloud: *Last weekend was very busy for me. When I woke up on Saturday morning, I made myself a hearty breakfast because I knew I was going to have a full day. Next, I went into the yard and raked leaves. It took me all morning to rake the leaves because the entire yard was covered. Once I finished raking, it was time to take my dog for a walk. We walked around the neighborhood and said hello to the neighbors. After our walk, I packed up a picnic to take with me on a hike. I jumped in the car with my dog, and off we drove into the mountains. We found a great trail and hiked for several miles before it was time to sit and enjoy lunch. After lunch, I packed up and headed back to the car. The sun was setting as I drove home, and I was tired and ready to relax. When I arrived home, I made a cup of tea, put on my favorite movie, and curled up for the evening.*
- Explain to students that when retelling a story or an event, using words such as *first*, *next*, *then*, *finally*, *after*, and so on help to sequence the events. Point out to students that if the details of the event or story are retold out of order, the information can become confusing.
- Have students turn to a partner and retell their routine for getting ready for school in the morning. Remind students to tell details in order and to use words such as *first*, *next*, *after*, *finally*, and so on.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Cause and effect**

- Explain to students that one way to understand information in a story is to consider what happened and why it happened. Point out that a *cause* is something that makes something else happen. An *effect* is what happens because of the cause. Write the words *Cause* and *Effect* on the board. Explain that asking the question, *why did it happen?* reveals the cause. Asking the question, *what happened?* reveals the effect.

Lesson Plan *(continued)*

The Tortoise and the Hare

- Create a two-column chart on the board using the headings *Cause* and *Effect*. Model how to identify an effect and its cause.
Think-aloud: *One way to understand a story is to think about the events that happen and to try to figure out why they happened. This keeps me involved in the story and excited about what might happen next. For example, if a character in a story is crying, I read to find out the reason he or she is upset. The character might have been treated unkindly by another character in the story. The effect, or what happened, would be crying. The cause, or why the crying happened, would be the character was treated unkindly.*
- Write this cause-and-effect relationship on the chart on the board. Invite students to suggest other possible causes for the effect of the character crying (losing something, falling down and getting hurt, homesick, and so on). Write these new cause-and-effect relationships on the board.

Introduce the Vocabulary

- While previewing the story, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *It looks as though Hare is feeling very confident and bragging to Tortoise about how fast he can run.*
- Write the following story-critical words on the board: *hare*, *tortoise*, *steady*, and *race*.
- Point out that these words can be found in the story and they will help students understand and enjoy the story. Divide students into pairs, give each group two sheets of blank paper, and assign two of the words. For each word, have them write or draw what they know about the vocabulary word. Create a definition for each word using students' prior knowledge.
- Model how students can use a dictionary to find a word's meaning. Have them locate the word *hare* in the dictionary. Invite a volunteer to read the definition for *hare*. Have students compare the dictionary definition with their prior knowledge of the word.
- Have students follow along on page 3 as you read the page aloud. Have students use the text and the pictures to confirm the meaning of the word *hare*. Repeat the exercise with the remaining vocabulary words.

Set the Purpose

- Have students read to find out what happens in the race between Tortoise and Hare. Remind them to stop frequently to retell in their mind the details of the story so far.

During Reading

Student Reading

- **Guide the reading:** Have students read to the end of page 5 and then stop to think about what has happened so far in the story. Encourage students who finish before others to reread the text.
- Model retelling.
Think-aloud: *I stopped after a few pages to retell in my mind what I had read so far. I learned Hare liked to brag about how fast he could run. In fact, Hare said no one could beat him in a race. When Tortoise heard this, he challenged Hare to a race. Hare wanted to win the race. When the race began, Hare ran very fast and left Tortoise behind. I wonder if Tortoise will have any chance of winning the race.*
- Draw a new cause-and-effect T-chart on the board.
- Have students reread pages 3 and 4. Point out to students the cause on these pages is Hare is bragging about how no one can beat him a race. Explain the effect will be what happens because of Hare bragging about his speed. Ask a volunteer to tell the effect of the cause (Tortoise challenged Hare to a race). Say: *I will write Hare was bragging about his speed under the Cause heading, and I will write Tortoise challenges him to a race under the Effect heading.*
- Introduce and explain the **cause-and-effect worksheet**. Have students write or illustrate information they know so far about the cause-and-effect relationship discussed above.

- **Check for understanding:** Have students read to the end of page 8. Have them retell what they have read so far. Have them write or illustrate on the cause-and-effect worksheet what caused Hare to stop in a field and eat some plants (he wanted a snack).
- Have students read the remainder of the book. Remind them to pause frequently to retell what have read so far. Invite them to consider the cause-and-effect relationships to help them understand and remember the events in the story.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be discussed in the section that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Retell in detail the events of the story after Hare stops to eat a snack.
- **Think-aloud:** *While Hare rests to eat a snack, Tortoise continues to take one step and then another. After a while, Hare decides he wants a nap and falls asleep under a tree. Tortoise keeps going. When Hare wakes up from his nap he realizes Tortoise is winning the race. He jumps up and tries to catch up to Tortoise, but he is too far behind. Tortoise wins and says, "Slow and steady wins the race!"*
- **Independent practice:** Have students retell the story from beginning to end with a partner. Listen for whether students include the following: correct events in detail, events in order, main characters, problem and solution.

Reflect on the Comprehension Skill

- **Discussion:** Discuss the causes and effects students wrote on their worksheet.
- **Independent practice:** Have students discuss with a partner the cause for Tortoise winning the race. Have them record this information on the cause-and-effect worksheet.
- **Enduring understanding:** A fable is a story that teaches a lesson to the reader. At the end of this story, Tortoise says, "Slow and steady wins the race!" What kind of lesson can be learned from Tortoise in this story?

Build Skills

Phonological Awareness: **Short vowel /a/ sound**

- Say the word *grass* aloud to students, emphasizing the short vowel /a/ sound. Have students say the word aloud and then say the /a/ sound.
- Read pages 3 and 4 aloud to students. Have students raise their hand when they hear a word that contains the short vowel /a/ sound.
- **Check for understanding:** Say the following words one at a time and have students give the thumbs-up signal if the word contains the short vowel /a/ sound: *cast, paste, dish, mash, trash, pack, find*.

Phonics: **Short vowel a**

- Write the word *grass* on the board and say it aloud with students.
- Have students say the /a/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letter represents the /a/ sound in the word *grass*.
- Have students practice writing the letter *a* on a separate piece of paper while saying the /a/ sound.

Lesson Plan *(continued)*

The Tortoise and the Hare

- **Check for understanding:** Write the following words that contain the short vowel /a/ sound on the board, leaving off the short vowel: *fan, pan, ran*. Say each word, one at a time, and have volunteers come to the board and add the short vowel *a* to each word.
- **Independent practice:** Introduce, explain, and have students complete the [short vowel a worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: Quotation marks

- Have students read page 4 aloud with you. Ask students to identify the words Hare is saying out loud. Then, have students locate the words Tortoise is saying aloud. Draw some quotation marks on the board and ask students to point to the quotation marks in the book.
- Explain that these punctuation marks are called *quotation marks*. Point out that characters speak to each other just as people do, and explain quotation marks are *the signals that mark off words the characters are speaking aloud*.
- Have students read along as you read page 12 aloud. Have students point to the quotation marks on the page. Ask students to call out the words that are being spoken by a character. Have students identify to a partner the speaker (*Tortoise*).
- Explain to students that another clue is the word *said*. The word *said* indicates a character is saying something, or speaking. It also shows which character is speaking. Have students point to the word *said* on page 12. Explain to students that because the word *said* is joined with the word *Tortoise*, we know Tortoise is the one speaking. Point out if a character is asking a question, the word *asked* might be used in place of the word *said*.
- Write several sentences of dialogue on the board without quotation marks. Have students point to where the quotation marks should go. Invite volunteers to come to the board and add the quotation marks. Have new volunteers come to the board and underline the words *said* and *asked*.



Check for understanding: Have students find and circle all quotation marks in the story and underline the speaker.

- **Independent practice:** Introduce, explain, and have students complete the [quotation marks worksheet](#). If time allows, discuss their responses aloud.

Word Work: Synonyms

- Have students turn to page 3. Read the following sentence aloud: *The hare liked to brag about how fast he could run*. Write this sentence on the board. Underline the word *fast*.
- Have students discuss with a partner the meaning of the word *fast*. Invite volunteers to share their definition of the word. Have students offer words that mean the same or almost the same as *fast* (*quick, speedy, and so on*).
- Explain to students that words that have similar meanings are called *synonyms*. Have students think of synonyms for the following words: *small, big, slow, nice, old*. Discuss with students why a writer would want to use synonyms.
- **Check for understanding:** Write several simple sentences on the board, and in each, include one word that has obvious synonym choices. Underline those words. Have students work with a partner to choose a synonym for each underlined word and rewrite the sentence on a separate sheet of paper.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Remind them to identify some cause-and-effect relationships while retelling the story.

Extend the Reading

Writing and Art Connection

Provide access to other familiar and classic fables. Read several fables aloud to students. Have students work with a partner to identify the main character, the setting, the problem in the story, and the solution of each story. Invite students to identify cause-and-effect relationships in the story. Have students independently create their own fable. Remind students a fable is a make-believe story that teaches a lesson. Invite students to share their ideas with the class. Have students write and illustrate an original fable. If time allows, have students share their stories with the class. Display students' work in the classroom.

Science Connection

Discuss tortoises and hares, their habitat, what they eat, and so on. Provide Internet and other resources about both tortoises and hares. Have students locate at least one fact they learned about each animal. Provide each student with two large index cards. Have students record and illustrate their facts on the index cards. Discuss with students their findings and invite them to compare and contrast a tortoise and a hare. Display students' work in the classroom.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- consistently use the skill of retelling to understand text during discussion
- accurately identify cause-and-effect relationships during discussion and on a worksheet
- accurately discriminate short vowel /a/ sound during discussion
- identify short vowel a in text, during discussion, and on a worksheet
- correctly understand and identify quotation marks during discussion, in the text, and on a worksheet
- understand and use synonyms during discussion

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**