

## The Hare and the Tortoise

Because we've had a chance to get to know the characters and understand this story or poem, we can move our brains to a higher level of thinking. Good readers make connections, predictions and inferences; draw conclusions; talk about author purpose; find the main idea; and summarize. Wow!

### LITERARY TERM(S) TO INTRODUCE OR DISCUSS

Fable: a short story with a moral or lesson, especially one in which the characters are animals

Setting: where and when the story takes place

Conflict: the problem; a struggle between two opposing forces

Cause: something that makes something happen

Effect: what happens as a result of the cause

Personification: when something is given human being characteristics

Inference: a conclusion drawn from evidence or reasoning; not stated, but implied

1 The Hare was once bragging about his speed before the other animals. "I have never yet been beaten when I put forth my full speed," said he. "I challenge anyone here to race with me."

Teacher Model: I'm going to infer that Hare is very confident or sure about himself. What evidence from paragraph 1 supports my inference?

SOL: Describe character development in fiction.

2 The Tortoise said quietly, "I will race you."

Teacher Model: My inference is that Tortoise is sort of protecting himself from any negative response Hare might come back with. What evidence supports my inference? My other inference is that Tortoise could be very confident himself. What evidence supports that inference? Which inference do you agree with *or* come up with your own. Remember to cite evidence! Do you think the conflict begins in the first paragraph or this paragraph? Why do you think that? Who do you think is responsible for causing the conflict?

SOL: Describe character development in fiction; describe the development of plot and explain how conflicts are resolved; describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections.

3 "That is a good joke," said the Hare. "I could dance around you all the way."

Teacher Model: My inference is correct about Hare. Can you hear Hare saying, "That is a good joke. I could dance around you all the way"? Let me "hare" you!!! Turn to a partner and be Hare!

SOL: Make, confirm, or revise predictions (3<sup>rd</sup> grade).

4 "Keep your boasting until you've beaten me," answered the Tortoise. "Shall we race?"

Teacher Model: What do you think about the inference we made about Tortoise? Which inference in paragraph 2 can be supported by the evidence in this paragraph? How does Tortoise sound in this paragraph? Act it out! Now, act out paragraphs 1 through 4! Take turns being Tortoise and Hare!

SOL: Describe character development in fiction; describe how an author's choice of vocabulary contributes to the quality and enjoyment



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So a track was fixed, and a starting point was decided. The Hare dashed almost out of sight at once. He soon stopped, however, to show his dislike for the Tortoise and lay down to have a nap. The Tortoise plodded on and plodded on. When the Hare awoke from his nap, he saw the Tortoise almost to the finish line. The Hare could not catch up in time to save the race. Ashamed, the Hare crept away while all the animals at the finish line praised the winner.

Teacher Model: I'm also seeing a change in Hare's personality in this paragraph. What kind of changes am I seeing? Where's your evidence?

To me, the author was deliberate about his choice of words. What words in this paragraph create a picture in your head?

SOL: Describe character development in fiction; describe the development of plot and explain how conflicts are resolved; describe how an author's choice of vocabulary and style contributes to the quality and enjoyment of selections.

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*Moral: Slow and steady wins the race.*

Teacher Model: If you had to put this moral in your own words, what would it sound like?

Have you ever had an experience where you acted like Hare or where you acted like Tortoise?

SOL: Explain author's purpose; make connections between previous experiences and reading selections.

**Summarize!** Teach students how to identify the problem, solution, and main idea using graphic organizers, such as the **SWBS Frame, Investigative Frame, Sequence Frame, Comparison Matrix, etc.**

Somebody (Who)	Wanted (Plot)	But (Conflict)	So (Resolution)

*Thinking About My Thinking!*

**My Own Ideas:**

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