

Lesson Plan



Hare is fast and Tortoise is slow. Hare and Tortoise have a race, but can Tortoise win?

CEFR Level Pre-A1

YLE Starters

Text type: traditional tale

Word count: 187

Lexile measure: 240L

Lesson objectives

Vocabulary focus

Animals: *fox, hare, tortoise*

Adjectives: *fast, great, nice, slow*

Verbs: *ask, do, eat, enjoy, go, jump, look, put, run, sit, sleep, smile, walk, win*

General: *beach, feet, grass, race (n), sun, well done*

Grammar focus

Can/can't

Reading skills

Making inferences

Cross-curricular connections

Art (drawing a picture)

Music (song)

Science (animals)

Social studies (boasting)

Resources

Reader

Activity Book

Audio (UK/US) tracks 1, 2, 4

Flashcard download 1–10

Timing: 40–60 minutes

This is to be used as a general guide and will depend on group size, the pace of learning, and the children's language ability.

We would suggest 10 minutes for **Before reading**, 20 minutes for **During reading**, and 10 minutes for **After reading**. Additional time can be used for further activities.

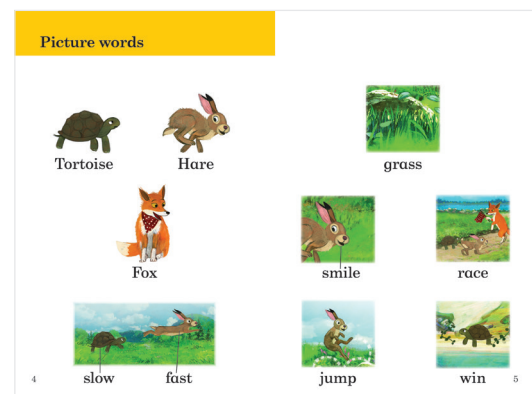
Lesson plan

Before reading

Show the children the cover of the Reader but hide the title. Ask: *What animals can you see?* and elicit or teach *tortoise, hare, fox, bird, hedgehog*. Point to each animal in turn and ask questions about it, for example: *What color is the bird? Is the hedgehog big or small?* Reveal the title and point to the tortoise and the hare. Ask: *What is the hare doing?* and establish that he is jumping. Ask more questions about what the animals can do, for example: *Can the hare run fast? Can the tortoise walk? Can the fox fly?*

Ask the children questions about what they can do, for example: *Can you run/jump/swim?* Elicit: *Yes, I can* or *No, I can't*. Encourage the children to ask each other similar questions: *Can you fly? Can you walk?*

Go over the picture words on Reader pages 4–5



Establish the difference between *slow* and *fast*. Ask: *Which animal is slow? Which is fast?* Help

the children differentiate between the animals. Ask questions, for example: *Which animal has long ears? Which has short legs? Which animal has white feet?* Award points for correct answers. Ask the children to think of some other animals and tell you their characteristics, for example: *A tiger is orange. An elephant has big ears.* Make sure the children understand the concept of a race. Ask: *Do you like races? Do you win? Are you happy when you win?*

During reading

Read out or play the recording of the text (Audio track 1) and ask the children to follow in their books. Every few pages, stop and ask questions to check their understanding and make inferences about the characters. For example, after Reader pages 16–17, ask: *Does Tortoise want to have a race with Hare? What is Hare thinking?*



Stop after Reader pages 18–19 and ask: *Who is going to win the race, do you think? Why?* Make sure the children understand the ending of the story, and ask: *Why does Tortoise win the race? Is Hare happy?*



Read out or play the text again. Help the children to make more inferences about the characters and events in the story. For example, after Reader page 14, point to the picture of Hare and ask: *Why does Hare smile?* After Reader pages 22–23, ask: *Why does Hare stop to eat the grass? What does he think about Tortoise?*



After reading

Divide the class into three teams – Tortoise, Hare, and Fox. Give each team the Flashcard of their animal. Make statements and ask teams to put up their hands if the statement is about their animal. For example: *I have a small head. I have big ears. I am orange and white.* If a team does this correctly, award a point. Then ask that team to tell you something the animal can or can't do. If they get the fact right, they get another point. For example, Team Hare can say: *I can run fast.* Team Tortoise can say: *I can't jump.* Team Fox can say: *I can't fly.*

Talk about the story with the children. Ask: *Which animal do you like, the Tortoise or the Hare? Why do you like this animal?*

The children can do the following activities to focus on understanding the story, and to practice *can* and *can't*:

- Reader activities: 6, 7, 11, 12, 13, 14, 18
- Activity Book activities: 4 (Audio track 2), 7, 8, 9, 13

Divide the class into two groups, Tortoise and Hare. Play the song (Audio track 4) on Activity Book page 16, and ask the children to listen

and join in. When they hear their animal's name, they should put up their hands. Repeat the song but this time divide the groups into *fast* and *slow*. When they hear their word, they can stand up.

Differentiation

Extra support

Before the children do the Reader and Activity Book activities, display Flashcards 1–10. Show them some spreads from the story, for example, Reader pages 14–15, and ask them to find the pictures on the Flashcards, for example, *Tortoise, Hare, Fox, grass, smile*. Help them to find other pages in the Reader relating to the Flashcards.

Extension

Fast-finishers can draw a picture of their favorite animal in the story. They can label its body parts and write two or three sentences about it. For example: *This is Hare. He has long ears. He can jump and run fast.*