**LESSON 6 TEACHER’S GUIDE**  
**Turtle and Hare**  
by Richard Pankowski  
Fountas-Pinnell Level D  
Fable  

**Selection Summary**  
Turtle and Hare race. Hare is fast, and Turtle is slow. During the race, Hare stops to eat and sleep. Turtle wants to stop, too, but he keeps walking. When Hare wakes up, she hops and hops but can’t catch up to Turtle, who wins the race.

**Characteristics of the Text**

<table>
<thead>
<tr>
<th>Genre</th>
<th>Fable</th>
</tr>
</thead>
</table>
| Text Structure | Simple, past-tense, third-person narrative supported by illustrations  
|             | Repetitive elements: *Hare/She hopped and hopped (and hopped).* *Turtle/He walked and walked (and walked).* |
| Content     | Running a race  
|             | Turtles and hares  
|             | The benefits of hard work and determination |
| Themes and Ideas | It takes determination and hard work to win or to succeed.  
|             | Slow and steady wins the race. |
| Language and Literary Features | Meaning provided through integration of pictures with text  
|             | Animals (Hare and Tortoise) act like people.  
|             | Repeating language patterns: *Hare was ____. She wanted to stop and ____.* So she stopped. *Turtle was _____. He wanted to stop and _____. But he walked and walked.* |
| Sentence Complexity | Many sentences of five or six words |
| Vocabulary   | Animal names supported by illustrations: *Hare, Turtle*  
|             | Familiar action words; meaning supported by illustrations: *hopped, walked, stopped* |
| Words        | Many high-frequency words: *and, was, she, he, to, walk, saw, said*  
|             | Some words with inflectional ending –*ed: hopped, walked, stopped* |
| Illustrations | Highly supportive illustrations on each page of text |
| Book and Print Features | Illustration above text on each of nine pages  
|             | Mostly three or four lines of print per page  
|             | Sentences begin on the left, and some sentences turn over one line.  
|             | Punctuation: period, exclamation point, quotation marks |

**Turtle and Hare** by Richard Pankowski

**Build Background**
Read the title to children. As needed, explain that a hare is similar to a rabbit. Talk with children about what the animals are doing in the cover illustration. Encourage children to use their knowledge of races, turtles, and hares to think about the story. To prepare for reading, ask: *What happens during a race? If a turtle and a hare race each other, who will win? Why do you think so?*

**Introduce the Text**
Guide children through the text, noting important ideas and helping with unfamiliar language and vocabulary. Here are some suggestions:

**Page 2:** Explain that in this story, Turtle and Hare are in a race.

**Suggested language:** Turn to page 2. Here are Turtle and Hare. *They are in a race,* but they move differently. *The book says:* Hare hopped and Turtle **walked**. Say the word **walked**. What letter would you expect to see first in the word **walked**? Find the word **walked** and put your finger under it.

**Page 3:** Turn to page 3 and look at Hare. How did Hare get ahead of Turtle? *The book says:* Hare **was** fast. **She** hopped and hopped and hopped. Say **she**. What letters would you expect to see first in the word **she**? Put your finger under the word **She**. And you can see that **She** starts with uppercase S because it comes at the beginning.

**Page 7:** Remind children to use the pictures to help them understand the story. When you look at page 7, you see that Hare has stopped. How do you think Hare feels? How can you tell? What might Hare have **said** to herself about the race? Where is Turtle? What do you think he will do?

Now go back to the beginning and read to find out who wins the race.

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**Words to Know**

- he
- said
- saw
- she
- walk
- was
Read
As children read, observe them carefully. Guide them as needed, using language that supports their problem solving ability.

Respond to the Text
Personal Response
Ask children to share their personal responses to the story. Begin by asking what they liked best about the story, or what they found most interesting.
Suggested language: Who did you think would win the race? Why did you think so?

Ways of Thinking
As you discuss the text, make sure children understand these teaching points:

<table>
<thead>
<tr>
<th>Thinking Within the Text</th>
<th>Thinking Beyond the Text</th>
<th>Thinking About the Text</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hare was fast but stopped when she was hungry and when she was tired.</td>
<td>• It takes hard work and determination to win.</td>
<td>• The animal characters in the fable act and speak like people.</td>
</tr>
<tr>
<td>• Turtle was slow but walked and walked and never stopped when he was hungry or tired.</td>
<td>• If you are determined and work hard, you can succeed against more talented competitors.</td>
<td>• The writer shows what the characters are like by what they do; for example, Turtle is determined because he keeps walking when he is tired.</td>
</tr>
<tr>
<td>• Turtle won the race.</td>
<td></td>
<td>• The surprise ending of the fable helps to teach the lesson that hard work is rewarded.</td>
</tr>
</tbody>
</table>

Choices for Support
Concepts of Print
Have children point to the first word and last word in each sentence on page 5. Demonstrate how to read the second sentence, reading from left to right, and making a return sweep to continue reading.

Phonemic Awareness and Word Work
Provide practice as needed with words and sounds, using one of the following activities:

- **Clapping Syllables**: Have children hear and say syllables in these words from Turtle and Hare: turtle, he, said, wanted, walked, hungry. Have them clap on each syllable: turt-tle, he, said, want-ed, walked, hun-gry.

- **Listening Game**: Materials: pairs of words. Have children listen for words that rhyme. Have children raise their hands if the words rhyme, and keep their hands in their laps if the words do not rhyme. Say pairs of words from the story, such as he and she, or hop and stop.
Writing About Reading

Critical Thinking
Read the directions for children on BLM 6.7 and guide them in answering the questions.

Responding
Read aloud the questions at the back of the book and help children complete the activities.

Target Comprehension Skill
Understanding Characters
Tell children that they can understand characters by thinking about what the characters do. Children can use these details to figure out what the characters are like. Model how to think about understanding characters:

Think Aloud

\[\text{I can understand what Turtle is like by paying attention to what he does.}\]
\[\text{When Turtle was hungry, he wanted to stop and eat, but he kept walking.}\]
\[\text{This shows me that Turtle is hard working and wants to win.}\]

Practice the Skill
Have children share another example of what Turtle does and what it shows about him.

Writing Prompt
Read aloud the following prompt. Have children draw and write their response, using the writing prompt on page 6.

How do you think Turtle feels at the end of the book? How does Hare feel? Draw a picture showing both animals after the race is over.

Write about how the animals feel after the race.
### English Language Learners

**Front-Load Vocabulary** Make sure children know the meanings of the following story words, either by pointing to details in the illustrations or by pantomiming actions: turtle, hare, hopped, walked, fast, slow, hungry, stopped, eat, tired, sleep, won.

### Oral Language Development

Check the children’s comprehension, using a dialogue that best matches their English proficiency level. **Speaker 1** is the teacher, **Speaker 2** is the child.

<table>
<thead>
<tr>
<th>Beginning/Early Intermediate</th>
<th>Intermediate</th>
<th>Early Advanced/Advanced</th>
</tr>
</thead>
</table>
| **Speaker 1:** Point to Hare in the story.  
**Speaker 2:** [Points to the hare.]  
**Speaker 1:** Point to Turtle.  
**Speaker 2:** [Points to the turtle.]  
**Speaker 1:** Who hopped?  
**Speaker 2:** Hare | **Speaker 1:** Who was fast?  
**Speaker 2:** Hare  
**Speaker 1:** Who was slow?  
**Speaker 2:** Turtle  
**Speaker 1:** Who stopped to eat?  
**Speaker 2:** Hare stopped to eat. | **Speaker 1:** What did Hare do when she was hungry?  
**Speaker 2:** She stopped.  
**Speaker 1:** What did Turtle do when he was hungry?  
**Speaker 2:** He walked and walked. |

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**Responding**

**Target Skill:** Understanding

Characters: What are two things Hare does in the story? What do these things show about Hare? Make a chart.

**Talk About It**

**Text to Text:** Think of another story you know about an animal. What is that animal like?
Turtle and Hare

How do you think Turtle feels at the end of the book? How does Hare feel? Draw a picture showing both animals after the race is over.

Write about how the animals feel after the race.
Think About It

Write the word that completes each sentence.

1. When Hare wants something, she __________________________
   hopping.
   
   starts    keeps    stops

2. Turtle shows that __________________________ and steady wins the race.
   
   fast    slow    smart

Making Connections  Think about something you work hard to do. Draw a picture of what you do. Label your picture.
## Turtle and Hare • LEVEL D

### Selection Text

<table>
<thead>
<tr>
<th>page</th>
<th>Selection Text</th>
<th>Errors</th>
<th>Self-Corrections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Go! Hare hopped and Turtle walked.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Hare was fast. She hopped and hopped and hopped.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Turtle was slow. He walked and walked and walked.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Hare was hungry. She wanted to stop and eat. So she stopped.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Comments:

**Accuracy Rate**
(# words read correctly/36 × 100)

**Self-Correction Rate**
(# errors + # Self-Corrections) / Self-Corrections

### Behavior Codes

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read word correctly</td>
<td>✓ cat</td>
<td>0</td>
</tr>
<tr>
<td>Repeated word, sentence, or phrase</td>
<td>@ cat</td>
<td>0</td>
</tr>
<tr>
<td>Omission</td>
<td>cat</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Code</th>
<th>Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substitution</td>
<td>cut cat</td>
<td>1</td>
</tr>
<tr>
<td>Self-corrects</td>
<td>cut cat</td>
<td>0</td>
</tr>
<tr>
<td>Insertion</td>
<td>the cat</td>
<td>1</td>
</tr>
<tr>
<td>Word told</td>
<td>@ cat</td>
<td>1</td>
</tr>
</tbody>
</table>

**Grade 1**
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