

University of Mary Division of Education

Lesson Plan

Grade Level: 2nd grade (class size 16)

Subject(s) Area: Language Arts

Materials Needed:

- 16 plastic spoons
- 9-10 skittles per plastic spoon (160 skittles total, one large bag)
- Aesop's fable, "The Tortoise and the Hare"

SStandards:

- RL.2.2 Recount stories, including fables and folktales from culture and determine the central message, lesson, or moral

Objectives:

- Students will identify and interpret the meaning of the fable.
- Students will relate and apply the moral lesson to their own lives.

Learning Activities:

- Divide the class into two groups by counting of every other student. Move desks out of the way so a clear aisle is formed. Have students line up in their assigned groups. Next, hand out the plastic spoons. Once every student has a plastic spoon, explain the relay race.
 - "Today we are going to have a little race. I am going to place 9 skittles on the spoon end of your spoon while you hold the handle end in your mouth. Your job is to make it down and back without the skittles falling off the spoon. If the skittles fall off the spoon, you must return to the start line and begin again. You are only racing against the person next you, not the whole team, so after the first set of students finishes the race, I will place the skittles on the next set of student's spoons."

Now demonstrate the race for the students. Place the handle end of an extra spoon in your mouth with skittles on the end. Walk down and back.

After this activity is finished, allow the students to eat the extra skittles that DID NOT touch the floor, other throw away and given 10 new skittles to students.

- Next, have students sit on the floor in a semicircle for story time in our designated reading corner. You will now prepare to read "The Tortoise and the Hare." Say to the students, "Today we are going to read the "Tortoise and the Hare" Have any of you read this story before? Tortoise and the Hare is a fable, do you remember what a fable is? (previous lesson) allow time for response, if not answer, restate the definition of a fable: (A fable is a short story that teaches us a lesson.) Remember to be a respectful listener while I read today." Begin reading the story, allow time in between each page for students to view illustrations, before the moral of the story comes, pause and ask the students, "What do you think the lesson of the story is? Let's see..." after finishing the story, ask the students, "Now that we have finished the story and learned what the lesson is, think about the race we played. Does the lesson of the Tortoise and the Hare's race relate to our race too?" Allow time for response. Guide student response by either asking "who was more successful, the slower, more careful student or the fast student?" Or, "How did you come to that conclusion?" Offer encouragement and praise with answers.
- Formative assessment: Ask a variety of modified questions from the **attached traditional assessment** such as:

- Hand out marker boards and remind children to keep their eyes on their own board.
 1. Who won the race? or,
 3. What did the hare do while waiting for the tortoise? or,
 10. How did the hare feel at the end of the race?

Ask around 6 questions and if students understand the material, collect marker boards and move on.

- Next, work on applying this lesson to the students' lives. Ask students, "Based on the lesson we just learned through the race and the story, what are some other situations that you can think of that being slow and steady instead of fast and not careless would be good?" Based on answers, guide students by giving examples such as doing homework, playing with baby siblings, etc. "Why is it good to be careful? What about being fast? When can we be fast?" Offer similar suggestions based on responses such as "What about playing basketball? Or playing tag?"
- Conclude by restating the moral of the story, "Remember, slow and steady sometimes win the race!"
 - Extension: Read more fables and ask students to determine the lesson within each story. Have students think of real life examples where that moral would/would not apply. Will want to do this for assessment.

Assessment:

- See attached performance-based assessment.

Reflection:

(To help ask questions during formative assessment)

Ms. Pandolfo

Name: _____

Tortoise and the Hare Traditional Assessment

If the statement is true, write **T** in the blank. If the statement is false, write **F**.

1. A fable is a short story that teaches a moral. _____
2. The tortoise won the race against the hare. _____
3. The hare went swimming while waiting for the tortoise to catch up to him. _____

Rewrite the following sentences to make them true:

4. Slow and steady *never* wins the race.

5. The hare was *humble*.

Multiple Choice: Circle the letter of the statement that you believe is true.

6. Why did the hare think he would win the race?
 - a. Because the tortoise was much slower than the hare.
 - b. Because the tortoise was not feeling well that day.
7. At the **beginning** of the race, who was winning?
 - a. The tortoise
 - b. The hare
8. What did the hare do half-way through the race?
 - a. He went swimming.
 - b. He took a nap.
9. Why did the hare take a nap during the race?
 - a. He did not sleep well the night before.
 - b. He was so far ahead, he figured he had time to relax until the tortoise caught up to him.
 - c. both a and b.

10. The hare did **NOT** feel ____ at the end of the race.

- a. happy and proud
- b. embarrassed and mad

Matching:

Match the words in column B with the most similar word in column A. Write the letters in column B in the blanks provided.

- | A | B |
|-------------------|---------------------|
| 11. ____ Tortoise | a. Bragging |
| 12. ____ Hare | b. Rabbit |
| 13. ____ Moral | c. gentle and quiet |
| 14. ____ Boasting | d. Turtle |
| 15. ____ Meek | e. Lesson |

Match the correct letters with the character who showed these characteristics from the story.

Write the letter that you believe belongs to each character in the boxes below.

16-20. **Tortoise**

Hare

- a. A bragger
 - b. A hard-worker
 - c. Slow
 - d. Fast
 - e. Embarrassed and mad
 - f. Humble and happy

Short answer:

Briefly answer the following question in one or two sentences. They do **not** need to be complete sentences.

21. When we did the Skittles relay activity, how did you keep the skittles from falling off the spoon?

22. Suppose the tortoise and the hare were doing the skittles relay activity instead of just racing. Who do you think would have won the relay and why?

Essay:

23. Write a short paragraph about a time when the moral “slow and steady wins the race” could help you do better in school AND at home. Please answer in paragraph form.

Key:

1. T

2. T

3. F

4. Slow and steady *sometimes* win the race.

5. The hare was *boastful*, or a *bragger*, or *mean*, or a *bully*

6. a

7. b

8. b

9. c

10. a

11. d

12. b

13. e

14. a

15. c

16-20. Tortoise: b, c, f ; Hare a, d, e

21. (I kept the skittles from falling off by) walking slow and making sure the spoon stayed steady and balanced.

22. (I think) the tortoise would have won the race because he is slow and steady. The hare would have ran too fast and the skittles would have fell off.

23. Ex. A time where slow and steady would have helped me was when doing my reading homework. Instead of just rushing through the story so I could go play on the computer, I could have ready slower so I remembered what the story was about. When helping my mom do chores I could have went slower and cleaned better instead of rushing through them and not cleaning very well. That would have made her happier. **Look for one example for both school and home and 3-5 sentences.**

Performance-based Summative Assessment

Standard:

- RL.2.2 Recount stories, including fables and folktales from diverse cultures and determine the central message, lesson, or moral.

Objectives:

- Students will act out story given by the teacher in a puppet show.
- Students will create their own puppets using construction paper, Popsicle sticks, and markers/crayons.

Using a puppet show as a performance based assessment; students will demonstrate their acting abilities, creativity, as well as collaboration with a partner and reading comprehension. Students will be given a folktale or fable and determine what the central message is with their partner. Then the two-person group will then make puppets using their own creativity and present the story to the class in a short puppet show.

Name: _____

| CATEGORY | 4 😊😊 | 3 😊 | 2 😊 | 1 😞 |
|-----------------------|---|---|--|--|
| Puppet Construction | Puppets were creative, and constructed well. No pieces fell off during the performance. | Puppets were constructed well. No pieces fell off during the performance. | Puppets were constructed fairly well. No pieces fell off during the performance. | Puppets were not constructed well. Pieces fell off during the performance. |
| Accuracy of Story | All important parts of story were included and were accurate. | Almost all important parts of story were included and were accurate. | Quite a few important parts of story were included and were accurate. | Much of the story was left out or was inaccurate. |
| Voice Projection | Voices of presenters were easy to hear. | Voices of presenters were fairly easy to hear. | Voices of puppeteers were sometimes hard to hear. | Voices of presenters were hard to hear. |
| Partner Participation | Each partner participated equally in the presentation. | Participation was fairly equal among each partner | Participation was unequal with one partner doing much of the presentation. | One partner did not participate in the presentation at all. |