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Building Fluency through Reader's Theater: Fables

This sample includes the following:

Teacher's Guide Cover (1 page)

Table of Contents (1 page)

What's Included in Each Lesson (7 pages)

Lesson Plan (6 pages)

Script (14 pages)

To Create a World ⁱⁿ which
Children Love to Learn!

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Grades 2–3

Building Fluency
through
**Reader's
Theater**

Fables

Teacher's Guide



Teacher Created Materials

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What's Included in Each Lesson

Objectives

The objectives state the purpose of each lesson and communicate the desired outcome of the lesson related to fluency and the content area. The objectives are taken from the Mid-continent Research for Education and Learning (McREL) compilation of content standards for K–12 curriculum. As stated on the McREL website (<http://www.mcrel.org>), the purpose of the standards compilation is “to address the major issues surrounding content standards, provide a model for their identification, and apply this model in order to identify standards and benchmarks in the subject areas.”

Summary

Within each lesson there is a summary section that describes the script and provides information to share with students to prepare them for the reader's theater performance. To decide which scripts to complete with students, read the summaries to determine how each fits in with your teaching plans. As a convenience, the summaries for the scripts are also provided below.

The Tortoise and the Hare—This is the famous fable about a race between a tortoise and a hare. Although the hare is the front-runner to win, we all learn that it's slow but steady that wins the race. Your students will learn to compare animals, play with play clay, use punctuation for proper line recitation, and much more.

The Goose That Laid the Golden Eggs—Even though the script for this lesson differs from the original Aesop fable, the moral stays the same. Your students will learn the valuable lesson that greed destroys the source of good. From making papier-mâché golden eggs to learning economic concepts through a producer/consumer environment, your students will fully immerse themselves in this version of the fable.

The Boy Who Cried Wolf—Students will learn about a boy who faces grave danger simply because he didn't tell the truth. With tasks that focus on fact vs. fiction, cause-and-effect relationships, and building fluency through recorded and repeated practices, students will see that there is no believing a liar, even when he or she speaks the truth.

The Grasshopper and the Ants—The activities in this lesson focus on character development and analysis of character lines. In addition, students will discuss why it is important to prepare today for what may be needed tomorrow. Just for fun, students will construct rain sticks.

What's Included in Each Lesson *(cont.)*

Summary *(cont.)*

The Lion and the Mouse—Students will learn, along with the lion, that size isn't always an indicator of strength and ability. The activities that accompany this script focus on language arts and acts of kindness. This is a feel-good story with a great lesson for all: little friends may prove great friends.

The Town Mouse and the Country Mouse—Students will compare and contrast the various characteristics and lifestyles associated with city and country life. With activities for determining how land is used differently, students gain a deeper understanding of rural, urban, and suburban environments. They will also learn from both mice that sometimes things are not always what they seem.

The Fox and the Crow—As students learn the difference between a compliment and flattery, they will understand why it is said that you can never trust a flatterer. They will go on a science adventure, discovering how objects in motion can be measured. Does the fox really want to hear the crow's "beautiful" song? Read to find out.

The North Wind and the Sun—This fantastic tale offers many opportunities for learning. Persuasive writing, role-playing, and choral reading are just a few of the activities in which students will participate. In addition, they will learn about the sun and the different types of energy we use here on Earth. With the help of the sun, students will realize that gentle persuasion is often more effective than force.

Materials

All of the materials needed to complete a lesson are listed in this section to assist you in preparing for each lesson.

Introduce the Literature

Each script in this kit is based on a piece of children's literature. You are encouraged to read the book to your students or have your students read the book during language arts time. If the book is not available to you, this section provides a summary of the literature so that you can share it with your students.

What's Included in Each Lesson *(cont.)*

ELL Support

Reader's theater can be used effectively in English-as-a-second-language classrooms to enhance students' proficiency in the areas of reading, writing, listening, and speaking. Furthermore, the program can be adapted to scaffold and model language usage to meet students' needs at multiple ELL levels. Through this program's ELL support activities and other various components of the lesson plans, students will become actively engaged in authentic language-development activities. As a result, students' motivation to utilize the English language will increase.

The drama component of reader's theater helps students feel less inhibited in both speaking and reading the English language, and thus fluency in both areas will increase. In *Stage by Stage: A Handbook for Using Drama in the Second Language Classroom*, by Ann F. Burke and Julie C. O'Sullivan, the authors state that "drama is simply a good way to get students' whole selves involved with language and it is fun" (p. xiii). The authors also emphasize that once students feel less inhibited, their fluency will increase, because within the context of reader's theater there is an inherent opportunity to do repeated readings and practice skills such as pronunciation in an authentic context.

McMaster (1998), in her review of research studies involving literacy and drama in the classroom, states the benefits of drama for emergent readers. Drama provides prior knowledge and rich literary experiences needed for future readers as well as a scaffold for literacy instruction. It helps students develop symbolic representation, new vocabulary, knowledge of word order, phrasing, and metacognition, and it introduces them to various forms of discourse, all of which contribute to the construction of meaning from text.

Each script in this kit is accompanied by a musical piece as well as a corresponding poem. Both of these components have also been shown to facilitate students' language acquisition. Educator Tim Murphey (1992) analyzed the lyrics of pop songs and found several common language characteristics that would benefit language learners: The language is conversational, the lyrics are often sung at a slower rate than spoken words, and there is a repetition of vocabulary and structures. Moriya (1988) found that music provided Asian learners a forum to practice pronunciation and learn the phonemic differences between Asian languages and English. Speakers of various languages can benefit from the language experience that the music selections will provide.

The poetry component to the program can be used in many creative ways to enhance students' language acquisition in reading, writing, listening, and speaking. Gasparro and Falletta (1994) assert that using poetry in an ELL classroom provides students with the opportunity to explore both the linguistic and conceptual facets of text without focusing on the mechanics of language. Choral reading of the poem builds fluency and provides practice in pronunciation. Some of the vocabulary words used in the script are reinforced through the poem, providing the opportunity to see the words used in multiple contexts.

What's Included in Each Lesson (cont.)

ELL Support (cont.)

The accompanying poems can also serve as a model for students to write their own poems. Depending on students' ELL levels, a framework or template can be developed for each poem to structure the writing process and provide students with another opportunity to use the vocabulary and word order that they have learned from the script and the poem. Additionally, the poem can also serve as a medium for discussion of the themes and concepts presented in each script. Moreover, students and teachers can create action sequences to facilitate visualization and comprehension of the text. Gasparro and Falletta (1994) emphasize that dramatizing poetry enables the learner to become intellectually, emotionally, and physically engaged in the target language; therefore, language is internalized and remembered.

Students' listening comprehension will also develop as a result of using reader's theater. According to Brown (2001), some characteristics of speech make listening difficult, such as clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation, and interaction. Brown proposes methods for helping second-language learners overcome these challenges. Reader's theater utilizes authentic language and contexts, it is intrinsically motivating, and it supports both bottom-up and top-down listening techniques. Illustrations in the scripts, along with the possible inclusion of realia and gestures, will assist students in understanding unfamiliar vocabulary and idiomatic phrases.

In addition, the professional recording of the scripts on the Performance CD will provide another opportunity for students to enhance listening comprehension and reading ability. The voices on the CD are articulate and expressive, and they serve as models for accurate pronunciation and fluent reading. By listening to the CD, students will be able to practice visualizing text and speech. One Best Practice suggested by second-language teacher-training programs is for the students to hear an oral reading of the piece of literature prior to reading it aloud themselves. The CD can be used for this practice, as well.

Reader's theater provides a medium for ELL students to interact with other students in the classroom and will facilitate the development of a strong community of language learners. The experience will increase students' motivation and diminish their inhibitions to learn the new language. The components of the program will provide the necessary support and scaffolding that teachers need to provide effective instruction to ELL students in the areas of reading, writing, listening, and speaking. The program will engage students and serve as a model for fluency, pronunciation, and overall language usage.

What's Included in Each Lesson *(cont.)*

Involving All Students

Even though each script has only six roles, all students can be involved in each reader's theater performance. Students can be involved in a variety of ways. In this section of each lesson are suggestions for ways to include all students.

Reading the Script

This section of each lesson explains how to introduce the reader's theater script to your students and offers suggestions for introducing vocabulary and understanding the characters. As you read each script with the students, you may try to use the following performance tips.

Performance Tips

Reader's theater performance can be a frightening experience for some students. Assist them by reviewing the following suggestions.

- Relax! Breathe deeply and speak slowly to avoid a quivering or breathless voice.
- Stand with one foot in front of the other and with your weight balanced to avoid that feeling of shaking and trembling.
- Don't rush through your lines or speak too rapidly. Take your time and say each word distinctly.
- Some movement for emphasis or to give you a relaxed look is good, but don't move back and forth or develop nervous mannerisms. Avoid wringing hands, tugging at clothing, or twisting hair.
- A mistake is a normal part of any learning experience. If you make one, correct it and go on.

Getting to know your character will make your performance more believable. Use these questions to get in character as you rehearse.

- How old do you think the character is?
- What kind of voice do you think the character should have? Is the voice soft, loud, high-pitched, or low-pitched?
- How does the character stand or use his or her hands when speaking?
- Does the character seem happy, proud, or excitable?
- Do you think this character is serious or silly?
- Is the character kind?
- Do you think people would like this character?
- What can you do to communicate this character's personality to others?

What's Included in Each Lesson *(cont.)*

Assigning Roles

Each script contains six character roles. Each of the roles is written for a different reading level.

The chart below lists the reading levels for all the characters in the eight scripts.

Script Title	High 1st Grade 1.5 - 1.9	2nd Grade 2.0 - 2.9	3rd Grade 3.0 - 3.9
<i>The Tortoise and the Hare</i>	Blue Jay Frog	Tortoise Hare	Narrator Porcupine
<i>The Goose That Laid the Golden Eggs</i>	Joseph Mother	Goose Guardsmen	King Narrator
<i>The Boy Who Cried Wolf</i>	Sheep Wolf	Joshua Eric	Mama Narrator
<i>The Grasshopper and the Ants</i>	Grasshopper Queen Ant	Ant 1 Ant 2	Narrator 1 Narrator 2
<i>The Lion and the Mouse</i>	Lion Mouse	Cuckoo Hunter	Narrator Leopard
<i>The Town Mouse and the Country Mouse</i>	Cat Dog	Town Mouse Country Mouse	Narrator 1 Narrator 2
<i>The Fox and the Crow</i>	Fox Crow	Beetle Cricket	Narrator 1 Narrator 2
<i>The North Wind and the Sun</i>	North Wind Sun	Traveler Cloak	Narrator 1 Narrator 2

What's Included in Each Lesson *(cont.)*

Assigning Roles *(cont.)*

Reading Levels Correlation Chart

Grade Level Range	Guided Reading	Early Intervention	DRA
1.5-1.9	E-J	8-17	8-17
2.0-2.9	I-M	17-20	18-28
3.0-3.9	M-Q	21-23	30-38

Meeting the Fluency Objective

Each lesson focuses on a specific fluency objective, such as reading with accuracy or reading with expression. This section provides procedures for teaching the fluency objective related to the featured script.

Content-Area Connection

Each reader's theater script focuses on a specific content area: language arts, social studies, mathematics, or science. This section of each lesson explains the content and provides suggestions for introducing this content to your students. The content in the scripts can be quite sophisticated and warrants specific instruction to help your students understand it.

Fine Arts Connection

Each script has a song and a poem to accompany it. Your students will perform these songs and poems at designated places within the reader's theater performances. Your kit includes a Performance CD containing all of the songs and poems related to the eight scripts. This section of each lesson offers suggestions for using this CD to learn the songs and poems.

Performance

The reader's theater performance may be as simple or as complex as desired. This section in each lesson provides basic information for the actual performances, including the use of the provided masks.

The Tortoise and the Hare

Lesson Plan

Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently, focusing on the use of punctuation as a guide for proper pronunciation, voice, tone, and expression.
- **Content Area:** Students will know there is variation among individuals of one kind within a population.

Summary

This is the famous fable about a race between a tortoise and a hare. Although the hare is the front-runner to win, it's slow and steady that wins the race.



Materials

- storybook version of the fable from your school or local library
- photos of a tortoise, hare, turtle, and rabbit (Teacher Resource CD)
- play clay
- *The Tortoise and the Hare* script booklets
- character masks (pages 27–32 or Teacher Resource CD) copied on cardstock
- copies of the Take-Home Script (Teacher Resource CD)
- PowerPoint slide show (Teacher Resource CD)
- overhead transparencies of the song and poem from the script (or Teacher Resource CD)
- Performance CD and CD player or computer with a CD drive and speakers

Introduce the Literature

Tell your students that today is the day of the big race between two animals, a tortoise and a hare. Review important characteristics of each animal. What do they look like? How do they move? Then divide your class into partners, with one partner as the tortoise and the other as the hare. If possible, hold the race outside. Based on what they know/have learned about each animal, have the partners complete the race. Encourage the tortoises to crawl and the hares to hop. Afterwards, discuss the outcomes.



ELL Support

Show your ELL students pictures of a tortoise and a hare prior to race day. Discuss the characteristics of each animal with them. Act out the movements and behaviors of each animal with them. You may want to introduce the fable to them at this point, too.

Involving All Students

There are six roles in this script. So that everyone can participate, assign a few students to each role. Break the students into groups to practice reading the scripts. Each group will perform for the class. Students with reading abilities below those provided in the scripts can be given a few of the easiest lines to practice and recite. Regardless of how many lines students have, everyone should be included in the practice and performances.

The Tortoise and the Hare

Lesson Plan

Reading the Script



1. Begin a discussion with your students, asking, “What is a fable?” Explain to your students that fables are short stories featuring animals, insects, forces of nature, and/or inanimate objects that are given human characteristics and abilities, such as thinking and speaking. In addition, each fable includes a moral lesson. After reading the script, encourage the students to figure out the intended moral. This can be done as a whole group, in small groups, independently, or with a partner. The moral of this fable is *slow and steady wins the race*.
2. Before reading the script, introduce new vocabulary words to your students. Start by using the words in the glossary. Write the words on the board. Have students help you define them. Then have students work independently or with a partner to write a sentence for each word.
3. Repeat step 2 using any grade-level appropriate, high-frequency words found in the script.
4. In order to deliver an accurate performance, a reader must understand the point of view and feelings of each character as well as be able to recall details about the plot, setting, and sequence of events. Complete the following reading comprehension tasks with your students:
 - Have students work in small groups to answer at least five comprehension questions about the story. Encourage them to refer to the text if necessary.
 - Have students work with partners to retell the story and discuss the sequence of events. You can have them illustrate what happens in the beginning, middle, and end of the story.
 - Write each character’s name on the board. Using the text, have the class describe each character’s personality. There are many adjectives used in the script. For example, *grumpy* and *crabby* describe the hare. You can also suggest descriptors not found in the script and allow students to draw relevant connections.
5. Play the professional recording of the script for your students. Ask them to pay close attention to the tone and expression used by each character. Play the recording again, and have students follow along in their copies. Encourage students to recite their assigned character’s lines chorally with the recording.

ELL Support



Work with your ELL students in a small group. Write each glossary and high frequency word on an index card. Have students read each word with you. Together, come up with a sentence for each word. Write each sentence on the board or a sentence strip, and have your students read the sentences with you chorally. Then allow extra time to illustrate each word or sentence.



Assigning Roles

Assign roles to students based on reading proficiency. When students practice fluency, it is important that they read materials at or below their reading levels so that they can focus on accuracy, expression, and reading rate. If a student reads text that is too difficult, attention is focused on sounding out words and comprehension rather than fluency.

Approximate reading levels for the roles in this script are as follows:

- ❖ **Blue Jay:** high 1st grade
- ❖ **Hare:** 2nd grade
- ❖ **Narrator:** 3rd grade
- ❖ **Frog:** high 1st grade
- ❖ **Tortoise:** 2nd grade
- ❖ **Porcupine:** 3rd grade

Meeting the Fluency Objective

1. Play the professional recording of the script for your students. Have them follow along in their copies. Ask them to pay close attention to each character's recitation of the lines. What types of tone, voice, and expression is each using?
2. After listening to the script at least two times, write each character's name on the board. Have students work with partners to come up with a few sentences that describe each character based on the way the character's lines were recited. You could pick one character from the script to use as a model for this activity.
3. Explain how punctuation marks help a reader understand the intended mood, voice, and expression for each character. Write the following lines from the script on the board:

Blue Jay: Heeere! Heeere! Wake up! Wake up!

Frog: Yawn! Is it morning already? Ribbit!

Hare: How? Just watch me! I'll show you how, you old slowpoke.

Porcupine: Hello there! What are all of you doing?

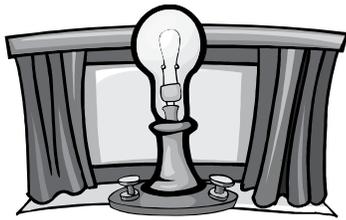
Tortoise: I don't mind slow! Fast or slow, I am glad to see you.

Have students volunteer to read the lines. Remind them to pay attention to the punctuation marks, even commas. If necessary, you can model how to read the lines based on the type of punctuation marks used.

4. Give students some time to circle the punctuation marks in their copies of the script using a red pencil or crayon. This will provide them with a visual reminder to pay attention to how they recite their lines each time they practice reading the script. You can have them do this independently or in their character groups.

The Tortoise and the Hare

Lesson Plan



Content-Area Connection— Science

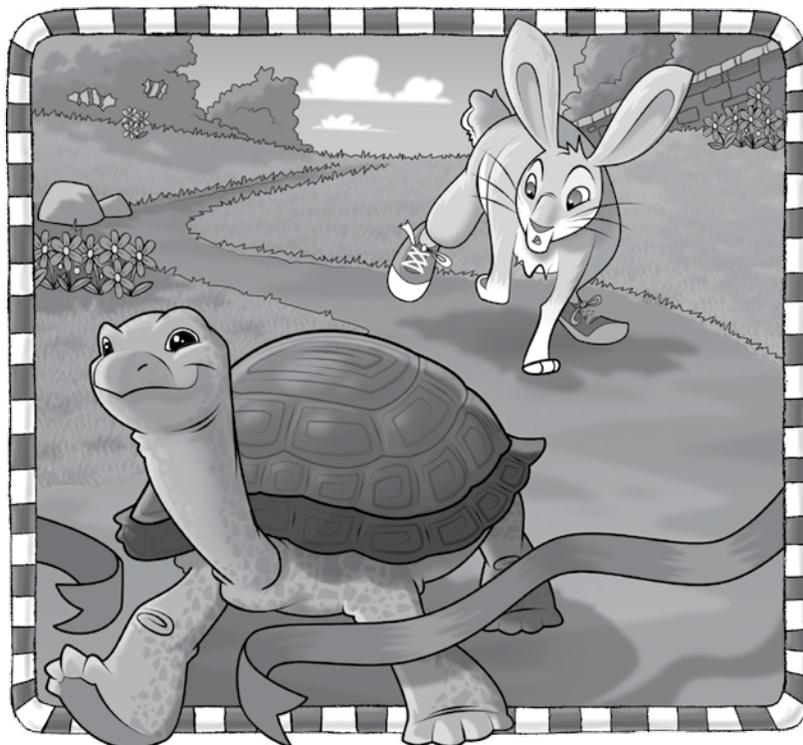
Students will know there is variation among individuals of one kind within a population.

1. As a whole class activity, use a Venn diagram to compare and contrast turtles and tortoises. Have students draw a picture that illustrates the information recorded in the diagram. You could also have them write words or sentences describing two ways the reptiles are similar and two ways they are different.
2. Repeat step 1, only this time compare and contrast rabbits and hares. Have students complete the task in small groups or with a partner.
3. Have students create posters for each of the animals and reptiles above. The posters should illustrate physical and habitat/environmental characteristics.
4. Ask the class if they can think of any other animals, reptiles, rodents, etc. that they can compare and contrast. Write their ideas on the board. If you have time, have them write a paragraph detailing the similarities and differences of the animals they listed.



ELL Support

Provide ELL students with pictures of a tortoise, turtle, rabbit, and hare before introducing this lesson. Encourage them to share what they notice about the pairs of animals. How are they similar? Different?



The Tortoise and the Hare

Lesson Plan

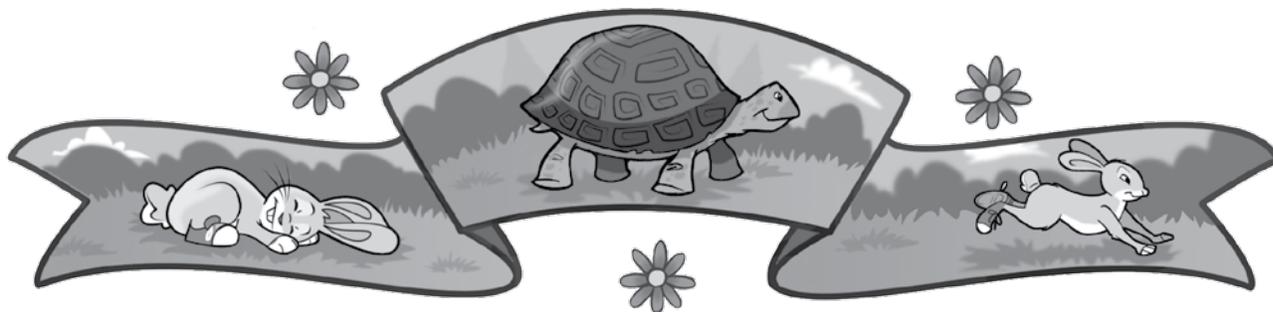
Fine Arts Connection

1. The script contains a song and a poem: “Are You Sleeping?” and “What If the Score Is Against You?” This song and poem are directly related to *The Tortoise and the Hare* but are not limited to use with this script.
2. Tell students that they will be making a large mural illustrating the setting of the story. Before they get started, discuss some key elements of the setting that should be included on the mural. For example, students should include the starting line, finishing line, bleachers filled with animal spectators, characters from the story, trees, etc.
3. Provide play clay for your students. Have the students use it to create a sculpture of their favorite animal character from the story.
4. Break the class into pairs. Have them choose two animals to race each other. Partner teams will need to act out a race between the animals that they have picked. Before racing, they will need to explain which animal is likely to win and why. Students can create props and costumes for their performances, if time permits.

Performance

Students may perform their renditions of the script for the class or for a larger audience. If desired, allow the audience to share in the reader’s theater experience by reciting the poem and singing the song at the appropriate places. Display the song and poem for the audience to follow, using the provided overhead transparencies.

The performers may also wish to prepare masks for their parts, which are included within this lesson. Allow the students to color their masks. Cut out the eyeholes, punch holes at the Xs, and attach string to tie the masks to the performers’ faces.



The Tortoise and the Hare

Lesson Plan

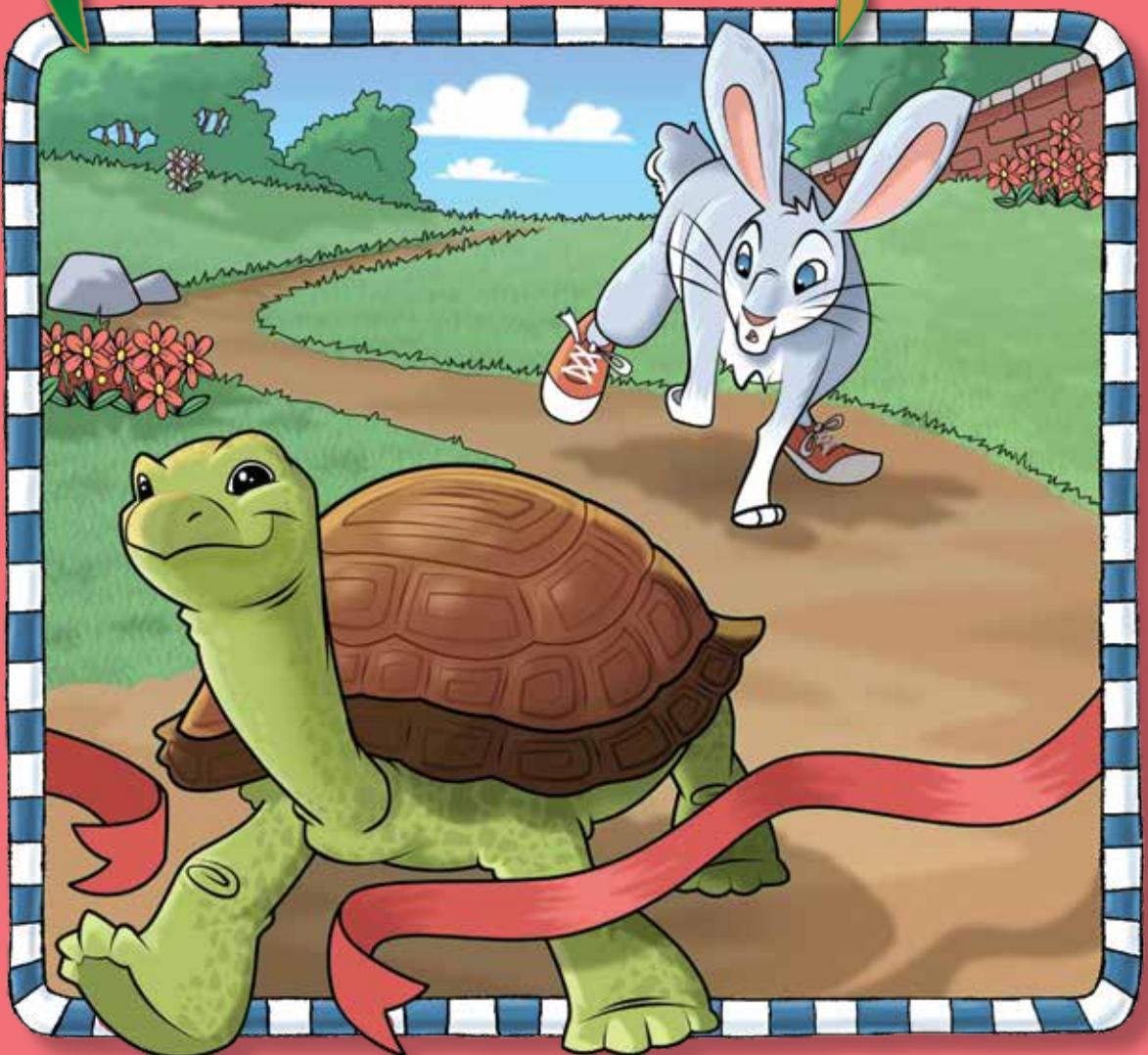
Performance CD

Description	Track
Script Reading, pages 6–13	Volume 1, Track 3
Song: “Are You Sleeping?”	Volume 1, Track 4
Script Reading (<i>cont.</i>), pages 13–21	Volume 1, Track 5
Poem: “What If the Score Is Against You?”	Volume 1, Track 6

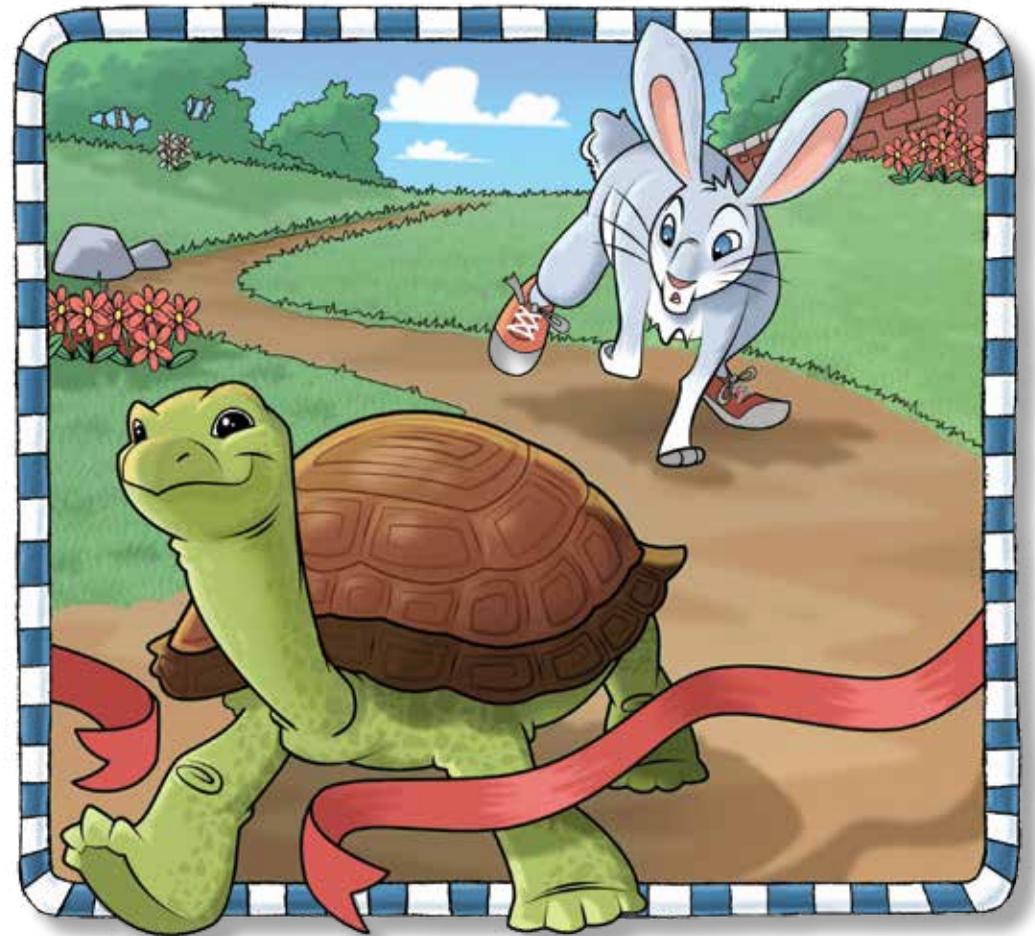
Teacher Resource CD

Description	File Name
<i>The Tortoise and the Hare</i> Character Masks	masks_TortoiseHare.pdf
Take-Home Script: <i>The Tortoise and the Hare</i>	THS_TortoiseHare.pdf
PowerPoint: <i>The Tortoise and the Hare</i>	PP_TortoiseHare.ppt
Song Transparency: “Are You Sleeping?”	song_TortoiseHare.pdf
Poem Transparency: “What If the Score Is Against You?”	poem_TortoiseHare.pdf
Reproducible Images: Photos of a tortoise, hare, turtle, and rabbit	Animals 1 (hare.jpg, rabbit.jpg, tortoise.jpg, turtle.jpg)

The TORTOISE and the HARE



The TORTOISE and the HARE



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The Tortoise and the Hare

Story Summary

Tortoise and Hare live in the woods with all their animal friends. Hare loves to hop and run very fast. It always boasts that it is the fastest and best in the woods. The other animals know that Hare is fast. But they think Hare's boasting is annoying. Tortoise decides to do something about it. Tortoise challenges Hare to a race. Hare thinks the challenge is silly.

Can slow-and-steady Tortoise beat faster-than-fast Hare? Read the story and you will find out.

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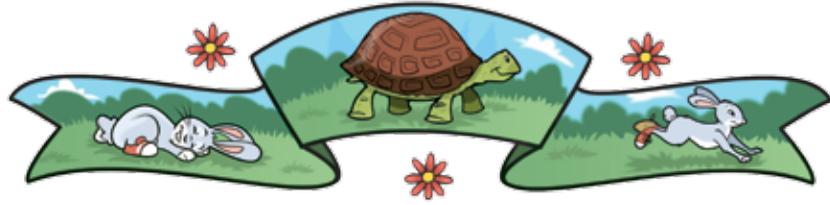
Tips for **Performing** Reader's Theater

Adapted from Aaron Shepard

- Don't let your script hide your face. If you can't see the audience, your script is too high.
- Look up often when you speak. Don't just look at your script.
- Talk slowly, so the audience knows what you are saying.
- Talk loudly, so everyone can hear you.
- Talk with feelings. If the character is sad, let your voice be sad. If the character is surprised, let your voice be surprised.
- Stand up straight. Keep your hands and feet still.
- Remember that even when you are not talking, you are still your character.
- Narrator, be sure to give the characters enough time for their lines.

Tips for **Performing** Reader's Theater *(cont.)*

- If the audience laughs, wait for them to stop before you speak again.
- If someone in the audience talks, don't pay attention.
- If someone walks into the room, don't pay attention.
- If you make a mistake, pretend it was right.
- If you drop something, try to leave it where it is until the audience is looking somewhere else.
- If a reader forgets to read his or her part, see if you can read the part instead, make something up, or just skip over it. Don't whisper to the reader!
- If a reader falls down during the performance, pretend it didn't happen.



The Tortoise and the Hare

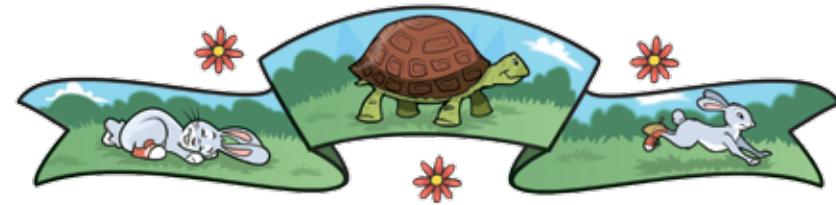
Characters

Narrator
Blue Jay
Frog

Hare
Tortoise
Porcupine

Setting

This reader's theater takes place in the woods. The woods are home to many animals. They are filled with trees, plants, and flowers. A long dirt trail runs through the woods.



Act I

Narrator: The sun has risen over the woods. Noisy Blue Jay cries out. It wakes the animals from a restful sleep.

Blue Jay: Heeere! Heeere! Wake up! Wake up!

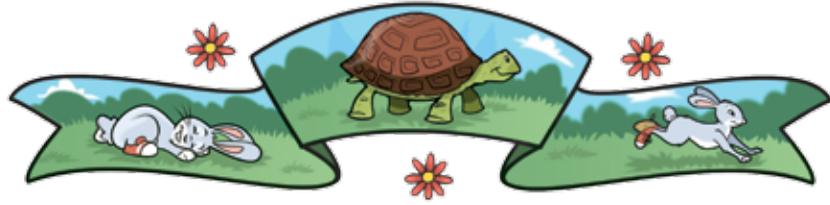
Frog: Yawn! Is it morning already? Ribbit!

Hare: Quiet down, will you? A speedy hare like me needs its rest.

Tortoise: But a tortoise is always happy to wake up and greet the sunrise. Good morning!

Narrator: Hare just wrinkles its nose. Hare doesn't care about the sunshine when it can be sleeping instead.

Blue Jay: It is a nice morning, Tortoise. But sleep is nice, too.



Narrator: Blue Jay worries when the animals argue. Blue Jay tries not to make anyone angry.

Frog: I agree! I agree!

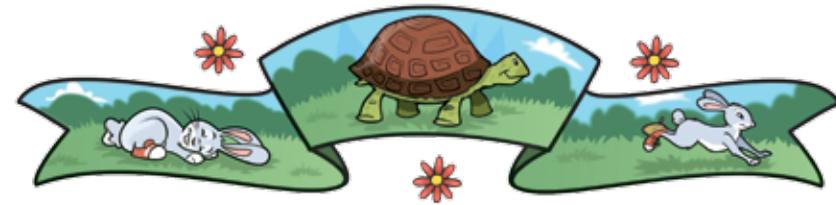
Narrator: And Frog tends to agree with everyone.

Hare: Will you two pipe down? I can't sleep. You should want to take care of me. After all, I am the fastest and the best. Nothing can bring you greater joy than seeing me comfortable and happy.

Tortoise: What a grumpy bunny! You don't know what you're missing. How can you just laze around when there is a great day ahead of you?

Frog: Yes, how can you laze around?

Hare: How? Just watch me! I'll show you how, you old slowpoke.



Frog: Hare will show you, you old slowpoke!

Narrator: And with that, Hare falls back to sleep. But the other animals begin to work and play. They are ready to enjoy the day.

Act 2

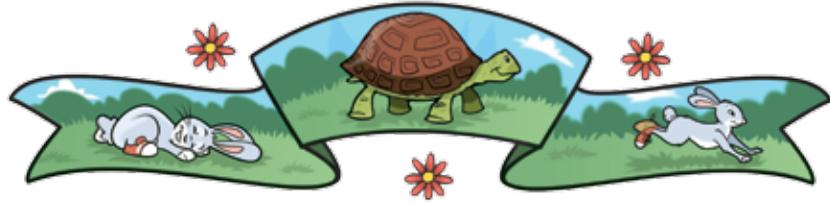
Porcupine: Hello there! What are all of you doing?

Tortoise: We are starting the day, old friend. I am glad you are here, Porcupine. You can enjoy the day with me.

Porcupine: I would have been here sooner, but you know how slow I can be.

Tortoise: I don't mind slow! Fast or slow, I am glad to see you.

Blue Jay and Frog: Me, too!



Porcupine: And I am glad to be here. What do you want to do today?

Tortoise: If I had my way, I would put that Hare in its place. Hare is so crabby and boastful!

Porcupine: Well, what can you do? Hare is very fast.

Frog: I agree! I agree!

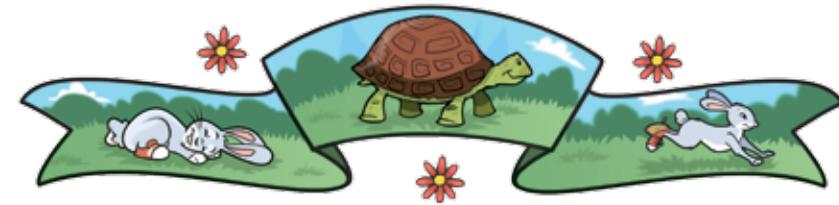
Porcupine: And you are very slow.

Frog: That's true! That's true!

Blue Jay: Yes, you are wise, Porcupine.

Tortoise: Yes, Hare is fast. But Hare is lazy, too. Hare is just a little too big for its britches. I think it's time that Hare learned a lesson.

Frog: I agree!



Blue Jay: Be careful what you are saying, Tortoise!

Porcupine: What lesson?

Tortoise: "Slow and steady" just may know a little more than "fast and lazy"!

BlueJay and Frog: Ooooo.

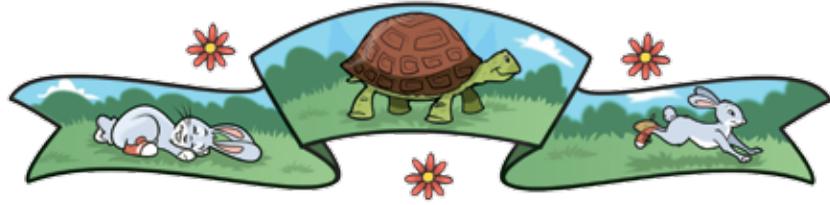
Porcupine: Are you sure you know what you're doing?

Tortoise: Just watch!

Act 3

Narrator: Tortoise marches over to Hare and wakes it up. Hare is not happy about it.

Hare: What are you doing? Can't you see that I am sleeping?



Tortoise: Oh, I can see that. But I have a challenge for you. Do you think you can handle it?

Hare: Ha! Are you joking? I am the fastest and the best, remember? Just try me. There's nothing you can do that I can't do better.

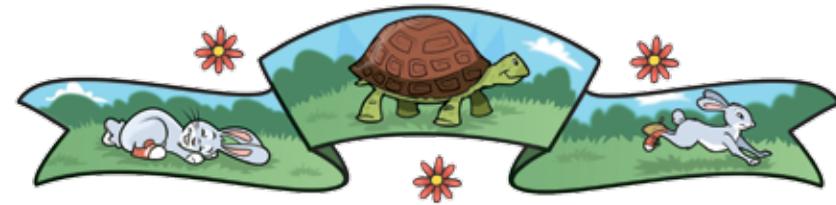
Blue Jay and Frog: Ooooo.

Tortoise: All right. Here it goes. I challenge you to a race through the woods. We follow the trail. No cheating! No help from anyone! We race on our own legs.

Narrator: Hare can barely keep from laughing.

Hare: A race? Between you and me? My powerful hind legs in a race against your stubby turtle feet? A race of speed? Oh, you're on, slowpoke.

Tortoise: Then we have a deal, Hare? Tomorrow morning, bright and early, we race. Deal?



Hare: Oh, ho ho, it's a deal!

Narrator: With that, they shake hands. And Hare falls back asleep.

Act 4

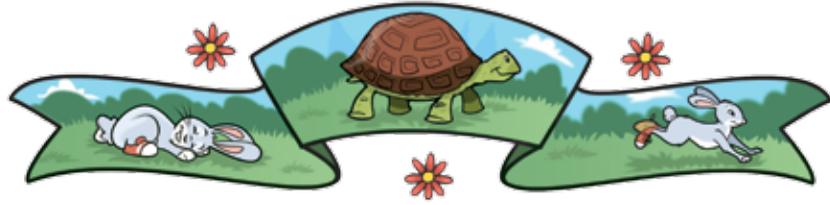
Narrator: The sun rises the next morning. All the animals wake up, except Hare.

Song: Are You Sleeping? (Frère Jacques)

Hare: Why are you fools singing? Can't you see that I'm sleeping? Don't you understand the importance of my beauty sleep?

Blue Jay: Oh, don't be mad!

Frog: Yes, don't be mad!



Tortoise: It's time for our race, Hare. Remember?

Hare: Race smace. You don't have a chance. I only have to *think* about racing, and I can beat you. Go away and let me sleep now. I can win with my eyes closed.

Narrator: And that's just what Hare does. Hare closes its eyes and goes back to sleep.

Blue Jay: Oh, my. Hare stayed up too late last night.

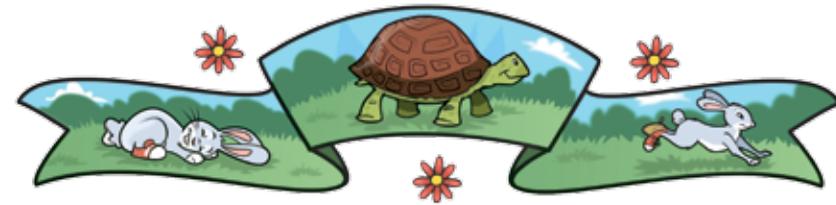
Frog: That's true. Hare stayed up very late.

Narrator: Just then, Porcupine arrives, slow as ever.

Porcupine: Am I too late for the race? I came as fast as I could.

Tortoise: You are in plenty of time, friend. It is a beautiful day. I am rested and ready to go.

Porcupine: But where is Hare?



Blue Jay: Sleeping. Oh, dear.

Frog: Yes, sleeping.

Tortoise: We tried to wake Hare, but it yelled at us.

Porcupine: Then I say, "Let the race begin!"

Narrator: All the animals gather around the starting line. Tortoise takes its place. Blue Jay tries once more to wake Hare. But Hare tells Blue Jay to go away.

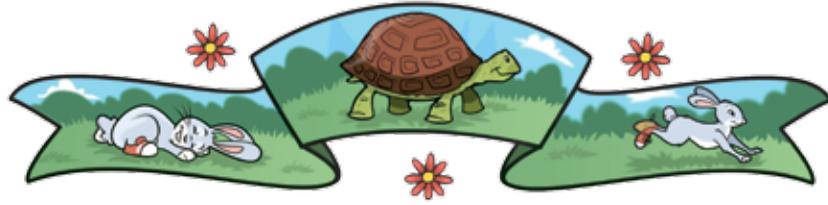
Hare: Scram!

Blue Jay: Okay, okay!

Frog: Ribbit!

Narrator: The animals do as Hare asks and leave it alone. They get ready for the race. Porcupine starts things off.

Porcupine: On your mark. Get set. Go!



Narrator: Tortoise takes off slowly. Tortoise is a tortoise, after all.

Tortoise: What a nice day for a brisk walk!

Blue Jay: Go, Tortoise, go!

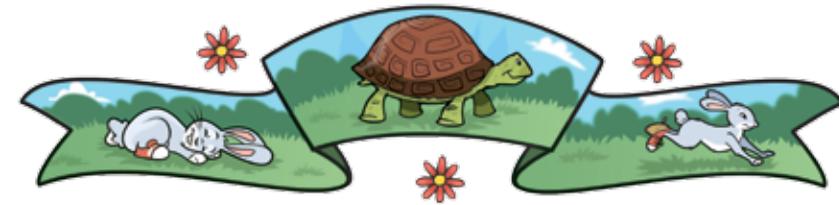
Frog: Yes, go as fast as you can!

Tortoise: I will!

Narrator: And Tortoise does. Tortoise walks as quickly as its four legs can go. After some time, Tortoise and the other animals disappear around a bend in the road. It is then that Hare wakes up and looks around.

Hare: Yawn! Stretch. Hmmm. Where has everybody gone? Oh, yes, that silly race. Guess I'd better take a look.

Narrator: Hare puts on its running shoes and jogs around the bend. Hare soon catches up.



Hare: Ha! Some race. Just look at you! Do you see how quick I am?

Narrator: Hare dances around Tortoise.

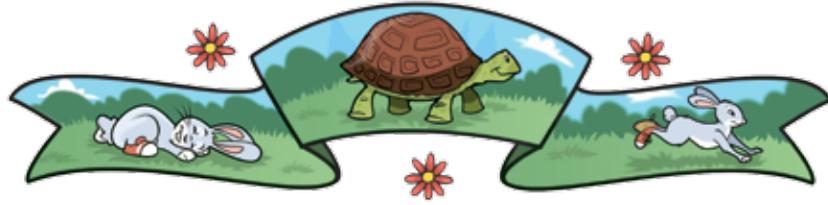
Tortoise: Yes, I see you. But I am not worried.

Hare: You make me laugh, Tortoise. Ha ha! I am going to lie down under this tree and laugh for awhile. Ha ha! Hee hee!

Narrator: And that is exactly what Hare does. But Tortoise keeps on racing, slow and steady.

Act 5

Narrator: The sun passes through the sky. Tortoise has been racing all day. Now, Tortoise is near the finish line. And Hare is just waking up.



Blue Jay: Hooray for Tortoise! I knew you could do it all along.

Frog: Yes, I knew you could do it!

Porcupine: We all did! Good for you!

Tortoise: Thank you, friends. I am giving it my best. I am slow, but I am steady, too.

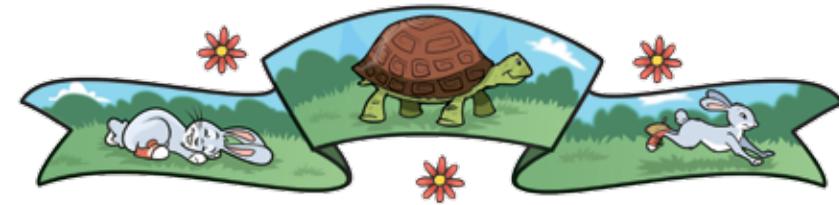
Hare: Yawn. Stretch. What's all that noise?

Narrator: Hare looks around in confusion. Hare spots Tortoise near the finish line.

Hare: Oh, no! That silly race!

Narrator: With that, Hare jumps up and starts to run.

Hare: Watch out! Here I come!



Blue Jay: Oh, here comes Hare! I knew you could do it, Hare! I mean Tortoise. I mean Hare. Oh, dear.

Frog: Yes, I knew you could do it!

Narrator: Yes, Hare might have done it. But in its hurry, lazy Hare forgets to tie its shoelaces. Hare doesn't know it is in danger. Hare runs as fast as it can. Hare comes nearer and nearer to Tortoise.

Hare: Ha ha! I knew I would beat you!

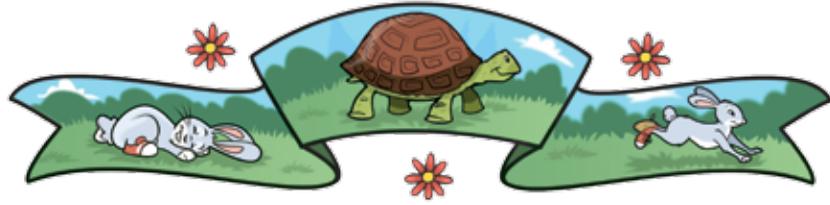
Tortoise: Slow and steady, slow and steady.

Blue Jay: Yes, slow and steady!

Frog: Slow and steady!

Porcupine: Keep going, Tortoise, slow and steady!

Hare: You're fools! No tortoise can beat a hare in a race. Ha ha!



Tortoise: Maybe a tortoise has never won before. But I am not worried. Slow and steady, I say.

Hare: Ha ha! Hee hee!

Narrator: Sadly for Hare, it laughs too soon. While running fast to catch up, Hare steps on its shoelace. Hare falls flat on its face! Hare is just inches from the finish line, but Hare does not cross it.

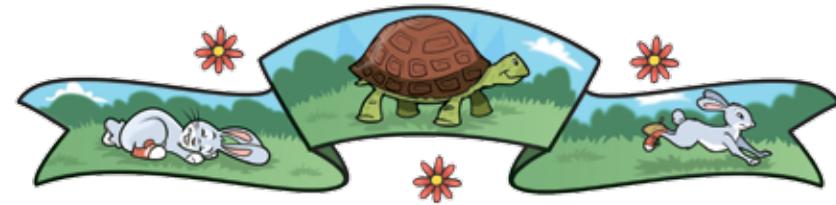
Porcupine: Too bad for you, Hare. I knew you could do it, Tortoise!

Narrator: And with that, Tortoise crosses the line.

Porcupine: Tortoise wins the race!

Hare: What?!

**Blue Jay,
Frog, and
Porcupine:** Hooray!



Tortoise: That's right, Hare. I have won. Fast and lazy is not the way to be.

Hare: But how? But why? I am Hare. I am the fastest and the best.

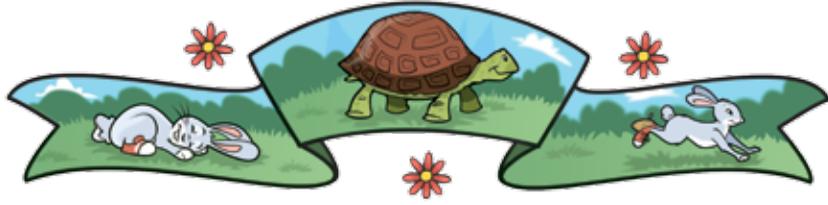
Tortoise: You may be fast, Hare.

Blue Jay: So fast!

Frog: Yes, so fast!

Tortoise: Yes, you are fast, Hare. And I am slow. But slow and steady always wins the race.

Poem: What If the Score Is Against You?



What If the Score Is Against You?

Anonymous

What if the score is against you,
And you know defeat is sure?
Keep giving your best.
Defeat is a test
To see if you can endure.

Come in on your feet at life's ending,
And the past will seem full and fine.
There's a healthy glow
Only doers can know
In the spurt at the finish line.

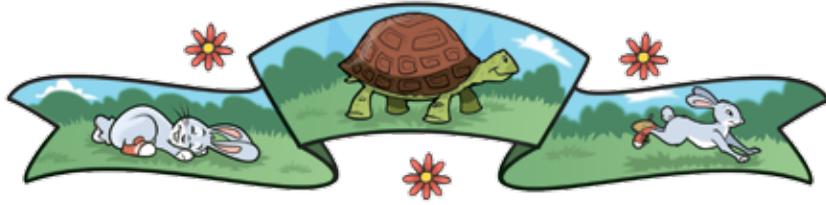


Are You Sleeping? (*Frère Jacques*)

Traditional

Are you sleeping,
Are you sleeping,
Brother John,
Brother John?
Morning bells are ringing.
Morning bells are ringing.
Ding ding dong!
Ding ding dong!

Frère Jacques,
Frère Jacques,
Dormez vous,
Dormez vous?
Sonnez les matines.
Sonnez les matines.
Din, din, don!
Din, din, don!



Glossary

big for its britches—thinks too highly of itself

boastful—bragging

brisk—quick and lively

crabby—annoyed and easily made angry

defeat—loss; not winning

endure—to last; keep going

hare—a type of rabbit with long ears and long back legs
especially good for jumping

hind—back; rear

laze—rest lazily

spurt—big push of energy

tortoise—a land turtle

woods—large, thick area of trees; part of a forest

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