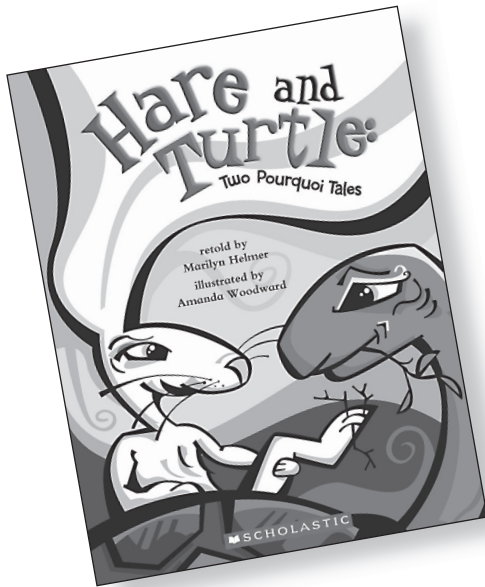


Hare and Turtle: Two Pourquoi Tales



Retold by Marilyn Helmer

Illustrated by Amanda Woodward

Text Type: Fiction: Narrative — Pourquoi Tales

Guided Reading Level: L

Summary: These two pourquoi tales explain why hares hop and why turtles have crack marks on their shells.

Text Features

- ▶ headings
- ▶ table of contents
- ▶ “About the Tales” section

Print Concepts

- ▶ italicized words

Text Supports

- ▶ illustrations support the text
- ▶ text box

Possible Text Challenges

- ▶ parentheses

First Session (pages 3-14)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ predicting

Working with Words

- ▶ using syllabication and familiar word parts to solve unfamiliar words
- ▶ recalling high-frequency words

Assessment Opportunities

Note each student’s ability to:

- ▶ make predictions
- ▶ analyze photographs and text
- ▶ solve challenging words using syllabication and word parts
- ▶ recall high-frequency words

Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ think-pair-sharing

Teaching Tip: Prior to this lesson, refer to the list of other tales found on page 32, including *pourquoi* tales, for students to read and enjoy.



BEFORE READING

**Making connections:
text to self**

Activating and Building Prior Knowledge

Show students the front cover of the book and read the title, then the author's and illustrator's names. Ask, *What is a tale?* Discuss with students that a tale tells a story, then invite students to share some tales they are familiar with. Then ask, *What is a *pourquoi* tale?* Explain, if necessary, that a *pourquoi* tale explains why certain events happen.

Inferring

Read the back cover text and model thinking aloud by making statements such as, *I wonder why a hare has big ears?* Have students turn to a partner and discuss what they wonder about when they think of a hare. Ask volunteers to share their ideas with the rest of the class.

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guiding Reading session and not just at the end.

Text features/predicting

Overcoming Text Challenges

Hand out copies of the book and ask students to turn to the table of contents. Ask, *What can the reader find out by looking at this page?* Read aloud the title of the first *pourquoi* tale and ask students to predict how they think the hare got his hop. List students' suggestions on the board.

**Print concepts/making
connections: text to self**

Direct students to page 3 and point out the italicized words. Ask, *Why do you think *pourquoi* is in italic type? How do the words in parentheses help the reader?* Explain, if necessary, that the author has provided a pronunciation key to help readers understand how to read the word *pourquoi*. Read the text aloud and encourage students to share any examples of *pourquoi* tales they may know.

Print concepts

Point out the sentences in italicized print on page 4 and talk about how an author uses this technique to draw readers' attention. Ask, *How are these sentences different from other sentences in this book?*

Analyzing

Setting a Purpose

Say, *Read this *pourquoi* tale to find out how Hare got his hop.* Remind students to stop at the end of page 14.



DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *How did Hare get the buzzards to share their fire?*

Note students' success in using reading strategies and any difficulties encountered.

Encourage students who finish early to reread pages 4–14 independently or with a partner.



AFTER READING

Analyzing/evaluating

Ask, *How did the hare get his hop?* Have students recount the events in the tale and then ask, *Could this be a true story? Why or why not?* Encourage students to find evidence in the tale to support their opinions.

Print concepts

Return to page 4 and point out the last two sentences. Ask, *Now that you have read this pourquoi tale, why do you think these sentences are in italics? How do they provide clues to the reader?*

Word solving and building/ high-frequency words

Select some of the high-frequency words, such as *understand*, *world*, *although*, and *through*, or other words that were challenging for students. Ask them what strategies they used to work these out. Praise good reading behaviours you observed. For example, say, *I noticed when Omar got to the word group, he remembered it was one of the words on our Word Wall.*

Second Session (pages 15–32)

Reading Strategies

Comprehension

- ▶ analyzing
- ▶ predicting

Working with Words

- ▶ using syllabication and familiar word parts to solve unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ analyze photographs and text
- ▶ solve unfamiliar words using syllabication and familiar word parts

Oral Language Opportunities

- ▶ retelling
- ▶ discussing with a group



BEFORE READING

Synthesizing: retelling/ predicting

Activating and Building Prior Knowledge

Invite students to recount what happened in the first pourquoi tale. Encourage students to refer to the text to aid in their retelling. Then say, *The next pourquoi tale is called "Why Turtle Has a Cracked Shell." What do you think this tale will be about?* Record students' predictions in a list.

Teaching Tip: It is not necessary to have students recall every detail about what they have read.

**Text features/
making connections:
text to text**

Ask students to locate the “About the Tales” page in their texts. Have students read the text and ask them if they have read any of these tales.

ESL Note: Invite students to share any tales or stories they may have been told that originated from their native countries.

Print concepts

Point out the sentences in italicized print on page 15 and remind students of similar sentences in “How Hare Got His Hop.” Ask, *Why did the author put these sentences in italics? What can the reader learn from them?*

Word solving and building

Overcoming Text Challenges

Revisit some multi-syllabic words from the first session, such as *pleaded*, *crowding*, *shivering*, *excitedly*, and *repeated*, and write these on the board or on chart paper. Point out the suffixes (“-ed,” “-ing,” and “-ly”). Discuss with students how knowing these word parts helps them read unfamiliar words. Then ask students to demonstrate how to break these words into syllables by stretching the word, breaking it into parts to sound out each syllable.

Point out the word *admiring* on page 16 and ask students how they would go about reading the word. Encourage students to use multiple strategies, including using familiar word parts and syllabication.

Analyzing

Setting a Purpose

Tell students that as they read pages 15–32, they are to find out why Turtle has a cracked shell.

Teaching Tip: Write the purpose for reading on chart paper or a board so it is visible to all students in the group. This will help them focus as they read and encourage independence when they finish reading.



DURING READING

Ask students to read independently, thinking about their purpose for reading.

Observe students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *What did the geese do to get Turtle to stop talking? Why did Turtle get cross?*

Note students’ success in using reading strategies and any difficulties they encounter.

Encourage students who finish early to reread pages 15–32 independently or with a partner.



AFTER READING

Analyzing/predicting

When students have finished their reading, have them explain why Turtle has a cracked shell. Revisit the list of predictions made earlier in the lesson and confirm any that are correct.

Evaluating/analyzing

Ask, *What lesson can be learned from this pourquoi tale?* Invite students to think of different lessons, such as “don’t be too proud,” or “don’t talk too much.” Encourage students to support their opinions using evidence from the text.

Word solving and building

Ask students to share any difficult words they encounter, such as *impressed*, *marketplace*, and *ridiculous*, or any other words that were challenging for students. Ask them to explain how they solved them, or work as a group to read and define them. Clarify any words or phrases that are still unclear to students.

Note the positive reading strategies you observed being used by students as they read. For example, say, *I noticed Anson had trouble reading the word ridiculous (show students the word in the text), but then he remembered having seen the word in a book he had read. He looked at the letters and figured out the word was ridiculous.*

ESL Note: Have students do a Reader’s Theatre in small groups. Give ESL students the speaking parts and other students the narrative parts. Circulate during practice and help ESL students where possible. Groups can perform for the whole class.

Rereadings

Provide opportunities for students to reread the book independently or with a partner.

Focused Follow-up

The following activities are optional. Choose those that best meet the needs of your students.

Story Organizer

Synthesizing

Provide students with a copy of the “Story Organizer” BLM. Refer students to “How Hare Got His Hop.” Ask them to write about each of the four headings. Ensure that students understand the headings “Characters,” “Setting,” “Problem,” “Events,” and “Solution” before they begin recording on their story organizer. If desired, a similar organizer could be used for “Why Turtle Has a Cracked Shell.”

Synthesizing

Storytelling

Brainstorm with students other animals, such as a moose or swan. Have students think of their own “I wonder why” statements, such as, *I wonder why a moose has large antlers*. Or *I wonder why a swan has a long neck*. Have students pretend they are storytellers and tell their own pourquoi tale. Students can tell their tales orally, or you could provide them with a copy of the “Storytelling” BLM and have them use it to write their pourquoi tales.

Word solving and building

Word Endings

Have students look through the text for words ending with “-ing,” “-ed,” or “-ly.” Have students record each word in one column of a two-column list. In the second column, students write each word in syllables, then record the root word and ending.

Teaching Tip: It’s a good idea to model how you wish students to complete the recording of information.

Story Organizer

Name: _____

Characters: _____

Setting: _____

Problem: _____

Events:

1. _____

2. _____

3. _____

Solution: _____

Storytelling

Name: _____

1. Beginning

Setting _____

Characters _____

Problem _____

2. Middle

Events _____

3. Ending

How is the problem solved? _____

What is the lesson? _____

