The Tortoise and the Hare

Extension and Enrichment Opportunities for Students

by Shannon L. Bryant

http://bryantsbraintrain.blogspot.com
This enrichment and extension packet provides teachers with excellent ways to develop communication skills, critical thinking, and creative thinking in students.

This fable may be traced throughout various countries and cultures over the past hundreds of years. From Aesop’s original Greek version in 620 BC to today’s modern versions, this story has been told and retold in a variety of ways.

“The Tortoise and the Hare” has been the focus of films, cartoons, musicals, books, paintings, sculptures, and more. Although the story has evolved over time, the timeless tale of a determined tortoise, a hasty hare, and a suspenseful race to the finish have endured over countless generations.

These well-loved classic tales serve as an excellent source of literature study, as well as a launching pad for other interdisciplinary classroom lessons and activities designed to build communication, critical thinking, and creative thinking.

Now let’s get started!

Once upon a time…
Like any literature story, this study should begin with a reading of the text. As stated earlier, there are many, many versions of this tale in print. As the teacher, you will need to choose the appropriate book and version to use, based upon the ages and interests of your students. Here are just a few possibilities and ideas...

**In Print:**
- *The Tortoise and the Hare: An Aesop Fable (Reading Rainbow Books)* by Janet Stevens
- *The Tortoise & the Hare* by Jerry Pinkney
- *The Tortoise or the Hare* by Toni Morrison and Slade Morrison
- *The Really Groovy Story of the Tortoise and the Hare* by Kristyn Crow and Christina Forshay
- *Hare and the Tortoise* by Brian Wildsmith

**On the Web:**
- [http://www.first-school.ws/activities/fable/turtlehare.htm](http://www.first-school.ws/activities/fable/turtlehare.htm)
- [http://printables.scholastic.com/printables/detail/?id=39412](http://printables.scholastic.com/printables/detail/?id=39412)
- [http://www.eslprintables.com/reading_worksheets/tales_and_stories/the_hare_and_the_tortoise/](http://www.eslprintables.com/reading_worksheets/tales_and_stories/the_hare_and_the_tortoise/)
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The Tortoise and the Hare Sudoku

Cut the pieces out below for use with the Tortoise and the Hare Sudoku puzzle. Remember that no row, column, or box of 4 may have the same picture more than once.

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Name _____________
The Tortoise and the Hare Sudoku

Answer Key

Cut the pieces out below for use with the Tortoise and the Hare Sudoku puzzle.
Remember that no row, column, or box of 4 may have the same picture more than once.
Use the numbers 1-9 to solve this Tortoise and the Hare Sudoku puzzle. Remember that no row, column, or box of 9 may have the same number more than once.

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</tbody>
</table>

Name _____________
Use the numbers 1-9 to solve this Tortoise and the Hare Sudoku puzzle. Remember that no row, column, or box of 9 may have the same number more than once.

Answer Key

6 2 8
5 1 7
3 5 9

7 4 3
8 9 6
5 1 2

1 5 9
4 3 2
6 8 7

2 6 5
9 7 1
3 6 5

4 8 3
2 1 8
9 3 7

8 9 3
2 4 8

1 6 5
7 9 2
9 4 3

3 2 8
8 7 1

5 2 4

Running Lanes

Each of the animals in the race has been assigned to a numbered race lane. Help each animal find its starting position.

1. The raccoon begins in the lane that is before 4th and after 2nd.
2. The hare wishes he could start in the 1st lane, but the deer is already there.
3. The tortoise does not start in the 4th lane.

Name ___________________

The Tortoise and the Hare Logic

Shannon L. Bryant, 2013
Each of the animals in the race has been assigned to a numbered race lane. Help each animal find its starting position.

1. The raccoon begins in the lane that is before 4th and after 2nd.
2. The hare wishes he could start in the 1st lane, but the deer is already there.
3. The tortoise does not start in the 4th lane.
1. The animal that rhymes with **ear** wears a color that rhymes with **track**.
2. The animal with the most letters in its name wears shoes that are the color of the sky.
3. The hare, the raccoon, and the animal wearing red racing shoes love to fish in the pond near the racetrack.
4. The raccoon is not wearing purple shoes.

### Logic Grid

<table>
<thead>
<tr>
<th></th>
<th>DEER</th>
<th>HARE</th>
<th>TORTOISE</th>
<th>RACCOON</th>
<th>PEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED</td>
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<td>PINK</td>
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</table>

Use ☺’s and X’s, along with your deductive reasoning, to complete the logic grid below. Which color running shoes do each of the animals wear in the big race?
RACING SHOES

Use ☺’s and X’s, along with your deductive reasoning, to complete the logic grid below. Which color running shoes do each of the animals wear in the big race?

<table>
<thead>
<tr>
<th></th>
<th>DEER</th>
<th>HARE</th>
<th>TORTOISE</th>
<th>RACCOON</th>
<th>PEAR</th>
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<tr>
<td>RED</td>
<td>X</td>
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</table>

1. The animal that rhymes with ear wears a color that rhymes with track.
2. The animal with the most letters in its name wears shoes that are the color of the sky.
3. The hare, the raccoon, and the animal wearing red racing shoes love to fish in the pond near the racetrack.
4. The raccoon is not wearing purple shoes.
The race begins at 4:00 P.M. Solve these math problems related to race time.

1) It is 4 hours before the race begins. What time is it? ______

2) It is 2 hours after the race begins. What time is it? ______

3) It is 3 hours after the starting whistle blows. What time is it? ______

4) It is time to start the race. Running the track at normal speed, it takes me 1 hour to finish. At that rate, what time would it be when I crossed the finish line? ______

5) The tortoise and the hare eat lunch 3 hours before the race begins. What time do they eat lunch? ______

6) If the animals go to bed 6 hours after the start of the race, what time is their bed time? ______

7) The animals are getting nervous. It is 2 hours before race time. What time is it? ______

8) The hare eats 4 carrots before the race begin. The tortoise eats 6 mulberry leaves. How many items do the two animals eat altogether? ______
The race begins at 4:00 P.M. Solve these math problems related to race time.

1) It is 4 hours before the race begins. What time is it? ________

2) It is 7 hours after the race begins. What time is it? ________

3) It is 6 hours after the starting whistle blows. What time is it? ________

4) It is time to start the race. Running the track at normal speed, it takes me 3 hours to finish. At that rate, what time would it be when I crossed the finish line? ________

5) The tortoise and the hare eat lunch 5 hours before the race begins. What time do they eat lunch? ________

6) If the animals go to bed 8 hours after the start of the race, what time is their bed time? ________

7) The animals are getting nervous. It is 2 hours before race time. What time is it? ________

8) The hare eats 14 carrots before the race begin. The tortoise eats 12 mulberry leaves. How many items do the two animals eat altogether? ________
The race begins at 4:00 P.M. Solve these math problems related to race time.

1) It is 3 ½ hours before the race begins. What time is it? ________

2) It is 2 ½ hours after the race begins. What time is it? ________

3) It is 3 hours and 45 minutes after the starting whistle blows. What time is it? ________

4) It is time to start the race. Running the track at normal speed, it takes me 1 hour and 15 minutes to finish. At that rate, what time would it be when I crossed the finish line? ________

5) The tortoise and the hare eat lunch 2 hours and 30 minutes before the race begins. What time do they eat lunch? ________

6) If the animals go to bed 6 hours and 20 minutes after the start of the race, what time is their bed time? ________

7) The animals are getting nervous. It is 1 hour and 15 minutes before race time. What time is it? ________

8) The hare eats 24 carrots before the race begin. The tortoise eats 36 mulberry leaves. How many items do the two animals eat altogether? ________
Race Time

Name ___________________

Complete the clocks below. Show race time on each.
Creative Thinking — The Tortoise and the Hare

The shape below represents a trophy. Use your creativity and originality to transform this trophy into something else entirely. You may turn your paper in any direction. Add at least 35 details and a background to your picture, as well as a creative title. It can no longer be a trophy, so now this is a ... ________________________________!
Teachers, Cut apart the pictures below and give one to each child. Students will also need scissors, glue, and a sheet of white or manila drawing paper. These are the activity directions:

*Use the tortoise shell stimulus that you have been given to create a new and unusual picture. It once was a shell, but now it is a ... Remember to add 35 details and a creative title to your illustration!*
Teachers, cut apart the pictures below and give one to each child. Students will also need scissors, glue, and a sheet of white or manila drawing paper.

These are the activity directions:

Use the rabbit ear stimulus that you have been given to create a new and unusual picture. It once was a pair of ears, but now it is a ... Remember to add 35 details and a creative title to your illustration!
Use your imagination to complete the Tortoise and the Hare creative thinking activity below.

1) Draw a racetrack.

2) Now modify and make one part of your racetrack bigger or smaller.

3) Try adding a new part or adding something different to your racetrack.

4) How about now replacing one part of your racetrack with a different part?
20 Creative Uses for An Old Trophy...
The Tortoise and the Hare Story Map

Complete story map in the spaces below with words and/or pictures.

Characters

Setting

Problem

Solution

Illustration

Name _____________
Use the spaces under the hurdles below to write about 4 major story events. Describe them in the sequence that they occurred in the tale. You may also add illustrations to the spaces provided.
The Tortoise and the Hare

Categories #1

Use your creative thinking and brainstorming skills to try to think of at least 12 words which are associated with each “THINK” category.

The more you brainstorm, the more points you acquire!

- Animals
  - That
  - Have
  - Fur

- Things
  - That
  - Are
  - Fast

- Nouns
  - That begin with a T

- Words That Rhyme with Hare

- Things You Might See at a Race

- Types of Shoes
The Tortoise and the Hare
Categories #2

Use your creative thinking and brainstorming skills to try to think of at least 12 words which are associated with each “THINK” category.

The more you brainstorm, the more points you acquire!

- “Fast”
  - Food
  - Restaurants

- Pairs of Homophones (Like Hare and Hair)

- Things with a Shell

- Nouns
  - That Begin with H

- Reasons
  - Why
  - You Run

- Words That Rhyme with Race
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**Words to Find:**
- AESOP
- FABLE
- STORY
- LESSON
- RUN
- RACE
- HARE
- PRIZE
- NAP
- SLEEP
- GO
- GREEK
- SLOW
- FAST
- TORTOISE

Shannon L. Bryant, 2013
Classroom Science Experiment: Which One Is Faster?

Materials Needed:

- Clear Glass Filled with Cold Water (Glass A)
- Clear Glass Filled with Hot Water (Glass B)
- Red and Blue Food Coloring
- Eye Droppers

Procedures:

1. Add hot and cold water to the glasses and label as indicated above.
2. Simultaneously put a drop of food coloring into each glass (blue into A and red into B).
3. Observe. What happens to the food coloring?
4. Repeat and observe again. Are your findings constant?

Explanation:

The food coloring spreads faster through the glass of hot water than it does through the glass of cold. This is because molecules in the hot water move at a higher or faster rate of speed. The cold water molecules move much more slowly. As a result, the red coloring is dispersed more quickly through Glass B than the blue coloring in Glass A.
My Name: _______________ Date: _______________
Name of Experiment: __________________________________________

use the spaces below to write about and illustrate your experiences.

A:

B:

__________________________________________________________________________
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__________________________________________________________________________
My Name: _______________ My Experiment: _______________

At the beginning of my experiment...

At the end of my experiment...

My Findings:

_________________________________________________________________

_________________________________________________________________

_________________________________________________________________

Shannon L. Bryant, 2013
A Look at Idioms

An idiom is a combination of words with a meaning that is different from the meanings of the individual words themselves. Idioms can have a literal meaning in one situation and a different idiomatic meaning in another situation.

There are 3 idioms included here that relate to the text.

1. Pull a rabbit out of your hat.
2. To turn turtle.
3. To run into a brick wall.

Discuss these with students. Then allow them to define each, as well as illustrate. Students will note the differences between the literal meaning of the words/phrase and the idiomatic meaning of the words/phrase.
Pull a Rabbit out of Your Hat...

1) Literal Meaning: ____________________________

2) Idiomatic Meaning: ____________________________

1) Literal Illustration:

2) Idiomatic Illustration:
To Turn Turtle …

1) Literal Meaning: ____________________________

2) Idiomatic Meaning: __________________________

1) Literal Illustration:

2) Idiomatic Illustration:

Shannon L. Bryant, 2013
To Run into a Brick Wall...

1) Literal Meaning: ____________________________
2) Idiomatic Meaning: _________________________

1) Literal Illustration:

2) Idiomatic Illustration:

Shannon L. Bryant, 2013
Cooking Fun with the Tortoise and the Hare

Classroom Cooking: Carrot Salad
(Power Up for a Big Race by Eating This Healthy Snack!)

Materials Needed:

• 3 large, shredded carrots
• 1 peeled and shredded apple
• ½ cup plain, vanilla, or Greek yogurt
• ¼ cup walnuts (if desired)
• ¼ cup golden raisins (if desired)
• ½ cup crushed pineapple (if desired)

Procedures:

1. Fold all ingredients together in a large mixing bowl.
2. Refrigerate to chill.
3. Eat and enjoy! 😊
Often times students use the terms *rabbit* and *hare* and *turtle* and *tortoise* interchangeably. But there are, in fact, differences between these animals. By conducting research, students will learn and share collaboratively as they investigate a variety of animals. The following is a list of possible animals to explore:

<table>
<thead>
<tr>
<th>Rabbits</th>
<th>Hares</th>
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<tbody>
<tr>
<td>• Angora</td>
<td>• European Brown Hare</td>
</tr>
<tr>
<td>• English Lop</td>
<td>• Antelope Jackrabbit</td>
</tr>
<tr>
<td>• Thrianta</td>
<td>• Snowshoe Hare</td>
</tr>
<tr>
<td>• Netherland Dwarf</td>
<td>• Desert Hare</td>
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<tr>
<td>• Flemish Giant</td>
<td>• Woolly Hare</td>
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</table>

<table>
<thead>
<tr>
<th>Turtles</th>
<th>Tortoises</th>
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<tbody>
<tr>
<td>• Box Turtle</td>
<td>• Galapagos Tortoise</td>
</tr>
<tr>
<td>• Painted Turtle</td>
<td>• African Spurred Tortoise</td>
</tr>
<tr>
<td>• Snapping Turtle</td>
<td>• Desert Tortoise</td>
</tr>
<tr>
<td>• Painted Turtle</td>
<td>• Gopher Tortoise</td>
</tr>
<tr>
<td>• Mud Turtle</td>
<td>• Leopard Tortoise</td>
</tr>
</tbody>
</table>

Additional pages and web sites are also included here for student use, research, and report writing.
Name _____________

My animal is a:

_____________________________________________________________

My animal lives:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

My animal eats:

_____________________________________________________________

_____________________________________________________________

These are a few more interesting facts about my animal:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________
Name _____________

my ANIMAL REPORT

My animal is a:

_____________________________________________________________

My animal lives:

_____________________________________________________________

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_____________________________________________________________

My animal eats:

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

These are a few more interesting facts about my animal:

_____________________________________________________________

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_____________________________________________________________
As stated previously, research activities provide students with an excellent opportunity to conduct investigations and complete extension projects based on their learning. These are some web sites to get you started:

**Hares:**
- http://www.sciencekids.co.nz/sciencefacts/animals/hare.html
- http://animals.nationalgeographic.com/animals/mammals/arctic-hare/
- http://animals.nationalgeographic.com/animals/mammals/snowshoe-hare/
- http://en.wikipedia.org/wiki/Hare
- http://www.countrysideinfo.co.uk/devon_bap/hare.htm

**Rabbits:**
- http://www.diffen.com/difference/Hare_vs_Rabbit
- http://www.sciencekids.co.nz/sciencefacts/animals/rabbit.html
- http://animals.nationalgeographic.com/animals/mammals/cottontail-rabbit/
Additionally, here are some web sites on turtles and tortoises for classroom research use:

**Tortoises:**
- http://www.defenders.org/desert-tortoise/basic-facts

**Turtles:**
- http://www.turtles.org/kids.htm
- http://www.sciencekids.co.nz/sciencefacts/animals/turtle.html

Shannon L. Bryant, 2013
And how about trying these additional research projects and extensions as well:

• Generate a list of facts about turtles, tortoises, rabbits, and hares. Have students sort or label according to the appropriate category.

• Using shoe boxes and collage materials, students may make dioramas about their selected animal and its habitat.

• Older students may create multi-media reports and presentations of their findings using Power Point, Prezi, etc.

• Investigate endangered species, such as the loggerhead sea turtle. What is and can be done to protect its habitat? Students may create posters to encourage awareness and education.

• Encourage creative dramatics and its integration into learning. Students may write a rap, play, or song to share their findings and research.
Label the facts below with R (rabbits), H (hares), or B (both). Test your knowledge of rabbits and hares.

_____ They are furry.
_____ Their babies are known as kittens.
_____ Their legs are large and strong.
_____ They make great pets.
_____ Their babies are known as leverets.
_____ They are sometimes known as jackrabbits.
_____ They live in flattened nests of grass.
_____ They are vegetarians.
_____ They live in burrows.
_____ They have black markings on their fur.
_____ Their eyes are on the sides of their heads.
_____ They are pests to farmers and gardeners.
Answer Key

Label the facts below with R (rabbits), H (hares), or B (both). Test your knowledge of rabbits and hares.

B They are furry.

R Their babies are known as kittens.

H Their legs are large and strong.

R They make great pets.

H Their babies are known as leverets.

H They are sometimes known as jackrabbits.

H They live in flattened nests of grass.

B They are vegetarians.

R They live in burrows.

H They have black markings on their fur.

R Their eyes are on the sides of their heads.

B They are pests to farmers and gardeners.
Label the facts below with TU (turtles), TO (tortoises), or B (both). Test your knowledge of turtles and tortoises.

_____ They have shells.

_____ They live primarily on land.

_____ Their feet look like flippers.

_____ They spend most of their lives in water.

_____ They do not have ears.

_____ They live in hot, dry environments.

_____ They lay eggs.

_____ They are reptiles.

_____ They eat plants and fish.

_____ They live about 150 years.

_____ They make better household pets.

_____ They have flatter shells and longer, webbed feet.
Label the facts below with TU (turtles), TO (tortoises), or B (both). Test your knowledge of turtles and tortoises.

B They have shells.

TO They live primarily on land.

TU Their feet look like flippers.

TU They spend most of their lives in water.

B They do not have ears.

TO They live in hot, dry environments.

B They lay eggs.

B They are reptiles.

TU They eat plants and fish.

TO They live about 150 years.

TU They make better household pets.

TU They have flatter shells and longer, webbed feet.
If I Were a Hare...

Through this writing extension, students will use evaluative thinking to imagine their lives as hares. How would life be the same or different as a small, furry mammal with big ears? What human characteristics would they retain, if any? What hare characteristics?

Begin by using the graphic organizer to tap into prior knowledge about hares, as well as compare and contrast humans and rabbits. Pages for written responses have also been included here for classroom use. These make adorable stories anytime of year, and especially around Easter.

Pictured below are possible art extensions using simple art supplies such as paper or foam bowls or plates, glue, foam, pom poms, wiggle eyes, paper sacks, and pipe cleaners. Variations could be made to this activity based on the ages of your students. Examples are shown here for your convenience.
Hares and Humans Graphic Organizer

Hares

Both

Humans
If I Were a Hare...
If I Were a Hare...
If I Were a Hare...

[Blank lines for writing]
If I Were a Hare...
If I Were a Hare...
If I Were a Tortoise...

Through this writing extension, students will use evaluative thinking to imagine their lives as tortoises. How would life be the same or different as a land-dwelling reptile with a turtle for a cousin? What human characteristics would they retain, if any? What tortoise characteristics?

Begin by using the graphic organizer to tap into prior knowledge about tortoises, as well as compare and contrast humans and tortoises. Pages for written responses have also been included here for classroom use. These make adorable and creative stories anytime of year!

Pictured below are possible art extensions using simple art supplies such as paper or foam bowls or plates, glue, foam, paint, and paper. Variations could be made to this activity based on the ages of your students. Examples are shown here for your convenience.
If I Were a Tortoise...
If I Were a Tortoise...
If I Were a **Tortoise**...
If I Were a Tortoise...
If I Were a Tortoise...
The Tortoise and the Hare

"Slow and Steady Wins the Race"

This story by Aesop teaches students a valuable life lesson—*Slow and steady wins the race.*

By persevering, the tortoise overcomes obstacles to win the race.

By taking his victory for granted, the hare demonstrates laziness and/or irresponsibility and fails to finish in 1st place.

The following pages contain some meaningful activities your students may complete based upon the lessons learned in this fable.
The Tortoise and the Hare

Name _________________________

Something that is easy for me is
______________________________________________________
______________________________________________________.

To get better and better at this, I
______________________________________________________
______________________________________________________.

Something that is hard for me is
______________________________________________________
______________________________________________________.

When I feel frustrated, I
______________________________________________________
______________________________________________________.

A way that I can encourage myself is to
______________________________________________________
______________________________________________________.

Others encourage me when they
______________________________________________________
______________________________________________________.

“Slow and Steady wins the Race”
The Tortoise and the Hare

Name _________________________

Something that is easy for me is _____________________________________________.

To get better and better at this, I _____________________________________________.

Something that is hard for me is _____________________________________________.

A way that I can encourage myself is to _________________________________________.

To get better and better at this, I _____________________________________________.
The Tortoise and the Hare

Name _________________________

Use the spaces below to create a comic strip about a time when you were lazy. What happened? What lessons did you learn from this experience?

Once Upon a Time ...

The End
The Tortoise and the Hare

Name _________________________

Use the spaces below to create a comic strip about a time when you tried your very best. What happened? Include story details in the tortoise shell below.

“Slow and steady wins the race.”

Once Upon a Time...

The End
Complete the acrostic poems below about the main characters in this fable.

H __________________________________
A __________________________________
R __________________________________
E __________________________________

T __________________________________
O __________________________________
R __________________________________
T __________________________________
O __________________________________
I ____________________________________
S __________________________________
E __________________________________

*Slow and steady wins the race*
Here are just a few more ideas for you to try:

- Have students create their own versions of this famous fable. Encourage creativity and originality. Students may *retell the tale* so to speak...

- Visit a zoo or nature park in your area or take a virtual field trip online. What observations can you make about rabbits, hares, tortoises, and turtles? Take a notebook to record your thoughts and findings.

- Have a class race. Create your own fun racecourse or obstacle course on the field or playground at your school. Discuss and promote physical fitness and activity amongst your students.

- Read biographies of famous athletes, such as Jesse Owens and Wilma Rudolph. Identify and discuss obstacles that they overcame in order to be successful.

- This story lends itself easily to a variety of sorting and classifying activities. Pictures, things, names, or objects could be sorted into a variety of categories...*slow or fast, mammal or reptile, etc.* Opposites and analogies may also be studied within the context of this tale.
Thank you so much for your purchase of this resource pack. Find even more from me in the following places:

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https://www.facebook.com/BryantsBrainTrain

http://www.teacherspayteachers.com/Store/Shannon-Bryants-Brain-Train

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