THE HARE AND THE TORTOISE*

Siyavula Uploaders

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1 LIFE SKILLS

2 Grade 1

3 STORY TIME

4 Module 3

5 THE HARE AND THE TORTOISE

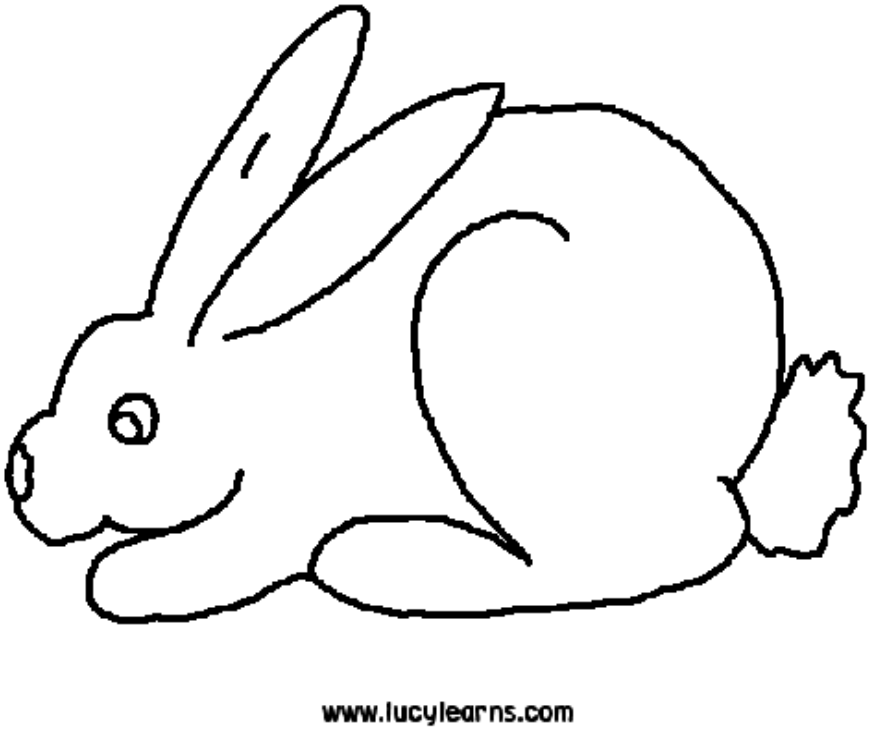

Figure 1

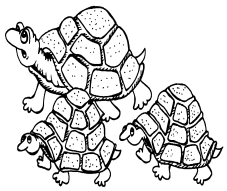

Figure 2

6 The wonderful world of stories!

Stories are wonderful! No one knows how many stories there are in the world! There are stories that have come through many generations. Some are written down in books, others are still told orally.

• Do you like stories?		yes		no

Table 1

- How do you feel when you listen to a story?

Figure 3

- Tell your friends why you feel like that.
- Who tells or reads you stories?

Mother Grandmother
Father Grandfather
Brother Educator
Sister

7 Bring your favourite storybook to class.

Tell us something about it, or tell us something about the best story you have ever heard. Where did you hear this story? Who read or told you this story?

8 Draw a picture that will tell us more of your story.

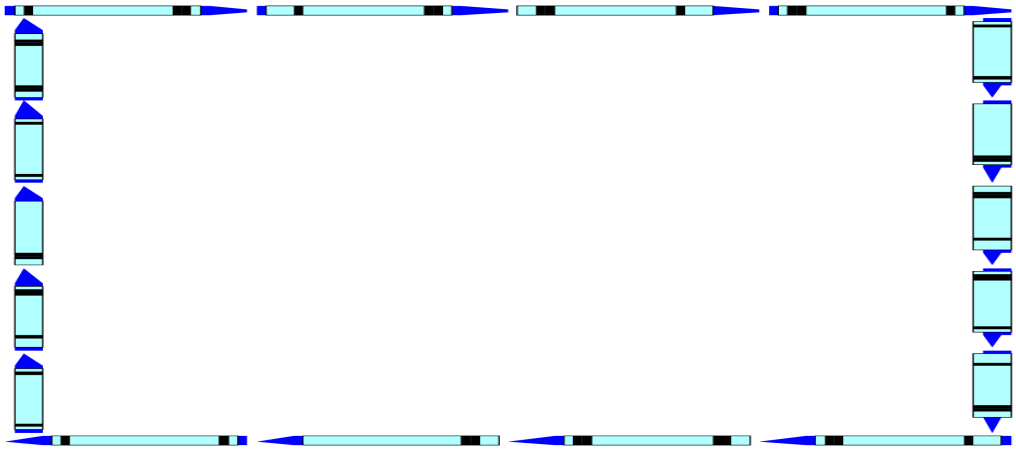

Figure 4

9 I can think!

New stories are written every day. You can also make a story! Sit down in a big circle. Your educator will start a new story with a sentence. She will then throw a ball to one of the children. Whoever receives the ball, must add onto your class story. Be creative! Tell your story to your parents, brother or sister!

I liked our class story.		yes		no

Table 2

I participated in making our story.		yes		no

Table 3

I will be able to tell our story to my parents or to other children.		yes		no

Table 4

10 The tortoise and the hare

Your educator will tell you the story of The Tortoise and the Hare. Try to act out the story.

I took part in my concert.		yes		no

Table 5

We worked together as a group to do the concert.		yes		no

Table 6

11 Can you draw a picture to illustrate the story?

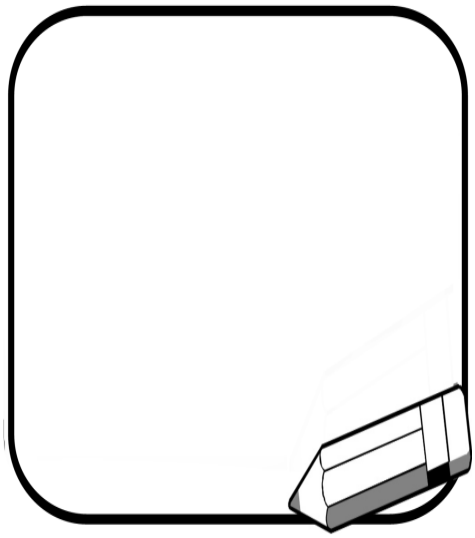

Figure 5

12 Assessment

Learning Outcomes(LO's)
HISTORYLO 3
continued on next page

HISTORICAL INTERPRETATION The learner will be able to interpret aspects of history.
We know this when the learner:
3.1 responds to stories about the past (e.g. listens to stories about the past and makes comments).
ARTS AND CULTURELO 1
CREATING, INTERPRETING AND PRESENTING The learner will be able to create, interpret and present work in each of the art forms.
We know this when the learner:
1.4 (**Drama**) – responds through drama to stimuli in games and stories, including making up endings to stories presented by the teacher;

Table 7

13 Memorandum:

The stories should not always be read, but should sometimes be told to the class as well. It can be a very good idea to have a special piece of clothing that marks story time, e.g. a story hat or story cloak, that the educator can put on to show when it is story time.

Tell the learners the story of The hare and the tortoise.

14 The hare and the tortoise

The hare was making fun of the tortoise's short legs and the way he moved so slowly.

"I'll beat you in a race any day," smiled the tortoise to the hare, who accepted the challenge to race.

It was decided that the fox should choose the course and decide the winner. The race began and the hare sped off. The tortoise moved off very, very slowly.

Soon the hare was so far ahead and sure of winning that he stopped to rest and fell asleep.

Later, while he was still sleeping, the tortoise passed by and went on slowly to cross the finishing line. All the animals cheered as the fox proclaimed him the winner. When the hare woke up and saw no sign of the tortoise, he ran as fast as he could to the finishing line. But, by then, the tortoise was the winner!