

Topic: Stories to tell

Retelling a fable

Lesson concepts

- Word groups — Words and groups of words that make meaning
- _A Spelling — Letters of the alphabet represent sounds in spoken words
- _A Spelling — High-frequency sight words, known words
- _A Features of literary texts — Characters, events
- _A Creating literary texts — Retelling familiar literary texts: use of illustrations, images
- _A Short presentations — Oral delivery
- _A Comprehension strategies — Understanding and discussing texts

Today students will:

- ▶ understand how words and groups of words make meaning
- ▶ understand that spoken words can be written using letters of the alphabet
- ▶ understand how to use spoken words to tell a story
- ▶ understand how to talk about the meanings in texts listened to and viewed.

Resources

Digital

Video — Everybody do this (1:05)

Video — The storyteller: *The tortoise and the hare* (2:35)

Find and prepare

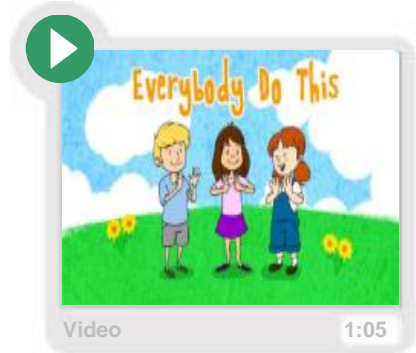
Sheet — Fable titles

Sheet — Story map: *The hare and the tortoise*

Play equipment, for example: blocks, playdough, construction and collage materials, dress-ups, sandpit

Lesson

- Have students listen to and copy the actions to the song from the **Video — Everybody do this**. This video provides a model for the actions and rhythm of the children's song *Everybody do this*.



- Sing the song again and have students make up their own actions.

R&T

Explore a fable

Note

Fables are traditional stories or tales that often tell about a single event or happening. They are designed to teach a moral or lesson. They use words that describe carefully what the people or the characters are like.

- Ask students to tell you what they remember about fables.
- Explain to students that in this lesson they will listen to a story about a hare and a tortoise.

Focus questions

- Q: *What other animal is like a hare?*
A. A rabbit
- Q: *What do you know about hares?*
A. For example: they hop; they are fast
- Q: *What do you know about tortoises?*
A. For example: They live in the water. They move slowly.

- Explain to students that the story about the hare and the tortoise is another fable.

Say to students

- “ The story about the hare and the tortoise is also a fable. It is the kind of story that has a message or teaches a lesson. Like the other fable it has a problem and a solution to the problem. Originally fables were not written in books, they were shared by storytellers. ”

- Ask students to view and listen to the **Video — The storyteller: *The tortoise and the hare***. This video retells the traditional tale *The tortoise and the hare* while providing a model of engaging storytelling behaviours using props.



- Explain to students that they should view and listen for how the storyteller uses her voice, her body and her face to keep the audience entertained and interested.

Say to students

While you are watching and listening to this story, think about what the storyteller does with her face, body and voice to keep you interested and make the story exciting.

- Ask students to share what they have found out about the fable and the storytelling.

Focus questions

- Q: *Who are the characters in the story?*
A. The hare and the tortoise.
- Q: *What happened in the story?*
A. For example: They had a race.
- Q: *What did the hare do?*
A. The hare stopped and had a rest.
- Q: *What did the tortoise do?*
A. The tortoise kept going and he won the race.
- Q: *What part of the story did you like the best? Why?*
- Q: *At the end of the story the storyteller told us what the moral of the story is. What do you think the 'moral' of the story means?*
A. The message or the lesson we can learn from the story.
- Q: *What is the moral of this story?*
A. Slow and steady wins the race.
- Q: *What do you think that means?*
A. For example: When you have to do something, take your time and do it carefully.
- Q: *Is there a part of the story that reminds you of another story or an experience you have had? Why?*

Review letters and sounds and high-frequency words when writing

- Explain to students that they will help write the title of the fable.

Say to students

‘ Now you are going to help me write the title of the fable. ’

- Model writing the title of the fable.
- Talk aloud about what you are doing as you write including:
 - the use of a capital letter to start the title
 - how spoken words can be written down (one word in your mouth equals one word on the page)
 - the connection between some of the main letters and sounds you hear and the letter symbol
 - writing in the correct direction with spaces between words.

Say to students

‘ We are going to write the title of the fable, and because we are going to write a title, I need to make the first letter of the word in the title a capital.

When we write a title, the first word in the title will have a capital. Watch as I copy the word ‘the’ but I will write the ‘t’ as a capital (T).

When I write the word ‘tortoise’, I can hear /t/ at the start of the word. Do you know what letter makes the /t/ sound? This is how we write the letter ‘t’. ’



- Show students the **Sheet** — [Fable titles](#).
- Read each of the titles to students and decide if they are familiar with any of them.

FT

Identify effective and entertaining storytelling behaviours

- Review the fable *The hare and the tortoise*.
- Identify examples from the video where the storyteller uses:
 - their voice, their body and their face to keep the audience entertained and interested
 - language that gives a vivid description of what the characters are like or what is happening in happening in the story.
- Discuss the effective and entertaining storytelling behaviours, including:
 - the storyteller’s presentation (how they use costumes, puppets or other aides)
 - how the storyteller spoke (clear and loud enough to hear, with different volumes or voices for different characters, with expression)
 - descriptive language.

Say to students

- ‘ The storyteller used different voices for the characters.
She spoke slowly when she was telling about the tortoise and spoke fast when she was telling about the hare.
Her voice was loud enough to hear.
Sometimes she spoke softly and at other times, she spoke loudly.
She showed expression on her face as she told the story. ’

- Discuss the importance of considering who the audience is when they tell a story.

Retell a fable

- Explain to students they will:
 - make a story map
 - use the story map to help them retell the story of *The hare and the tortoise* using props and play equipment.
- Help students complete the **Sheet** — [Story map: The hare and the tortoise](#).
- Talk about what is happening in the picture.
- Read the tortoise’s story events (written on the story map on the second page of the sheet).
- Ask students to cut out the hare’s story events (from the first page of the sheet) and put them in order.
- Have students paste the events onto the story map.
- Help students to retell the fable as they move the hare and tortoise pictures around the story map.
- Retell the story:
 - have students use the completed story map to help them retell the story with the props
 - remind students of the behaviours the storyteller used in the video.



P

Develop, progress and consolidate

- Prepare for play.
- Brainstorm another animal that could join the race between the hare and the tortoise.
- Discuss where the race might be set.
- Discuss how the story will change. Plan out how the additional character will change the events of the story.

Focus questions

- Q. *What will happen in the story now that there is another animal in the race?*
- Q. *Where will the story start?*
- Q. *What will happen next?*
- Q. *What will happen after that?*
- Q. *Will the tortoise still win the race?*
- Q. *Will the lesson or moral of the story change now that there is another character?*
- Q. *What will be the new lesson or moral?*

- Use play equipment (for example: blocks, playdough, construction, collage, dress-ups, sandpit) to create the setting for the story to take place.
- Ask students to role play the innovation on the story using the materials collected.
- Remind students to use engaging:
 - voices
 - body language
 - and words.