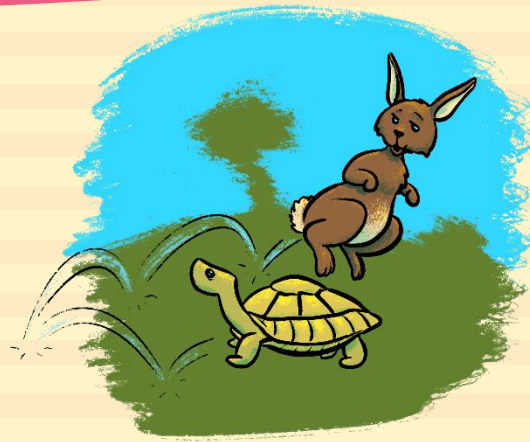




EAN EDUCATIONAL SCENARIO



The hare and the tortoise

Main source reference: Alexiou, T. & Penderi, E. (Eds.). (2022). *EAN Educational Scenarios*. Aristotle University of Thessaloniki. In the framework of Action “Teacher Training for the Introduction of English in Preschools (EAN)”, ESPA, MIS 5093563, DOI:[10.26262/heal.auth.ir.341662](https://doi.org/10.26262/heal.auth.ir.341662)

Specific scenario reference: Alexiou, T., Penderi, E., Serafeim, M., Gioftsali, K., Ntousi, I., & Tsiadimos, N. (2022). *The hare and the tortoise*. In T. Alexiou & E. Penderi (Eds.). (2022). *EAN Educational scenarios*. Aristotle University of Thessaloniki. In the framework of Action “Teacher Training for the Introduction of English in Preschools (EAN)”, ESPA, MIS 5093563, DOI:[10.26262/heal.auth.ir.341662](https://doi.org/10.26262/heal.auth.ir.341662)



Title	The hare and the tortoise
Thematic category	Summer
Rationale	<ul style="list-style-type: none">• The aim of this scenario is to expose the children to vocabulary of interest through a very well-known and loved story (Aesop's fable).• Apart from the language stimulus, the specific scenario gives the children the chance to appreciate the value of effort so as to reach their goals and to create suitable conditions for learning, to respect the limits of others through a series of activities of a playful nature, contributing to develop self-control which is closely related to the developmental features of pre-school-age children.• This scenario may be linked with other thematic categories, such as "Olympic games" and "Sports".





Children

- ✓ have been exposed to vocabulary related to feelings and numbers in English
- ✓ know movement verbs in English

Teachers

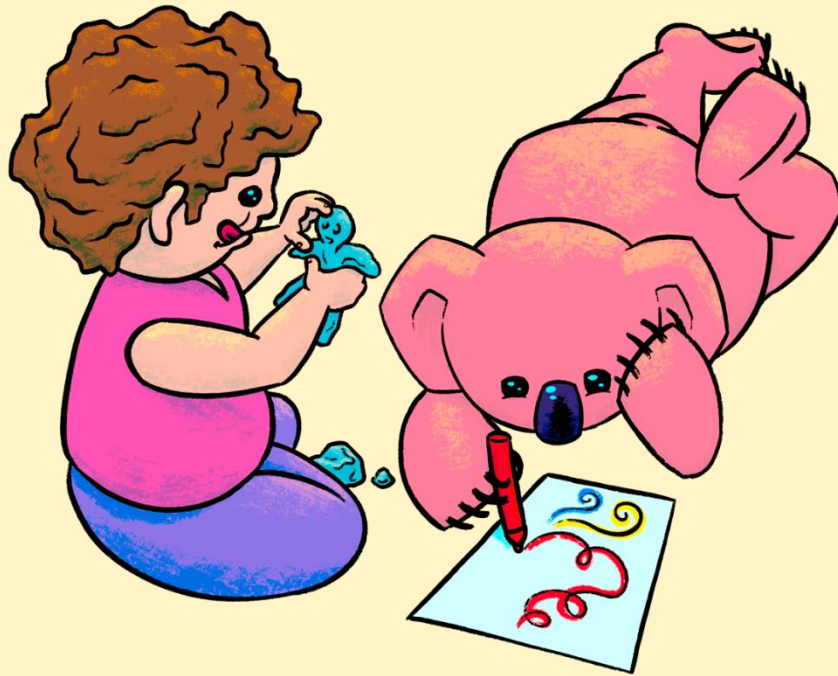
- ✓ The preschool teacher **(PT)** has worked on the rationale of the 'snakes and ladders' board game
- ✓ The English language teacher **(LT)** has involved the children in stories, legends and fairy tales using interactive narrative.
- ✓ The teachers play games with the children which require the children to carry out orders/follow instructions and have introduced the relevant vocabulary in English.





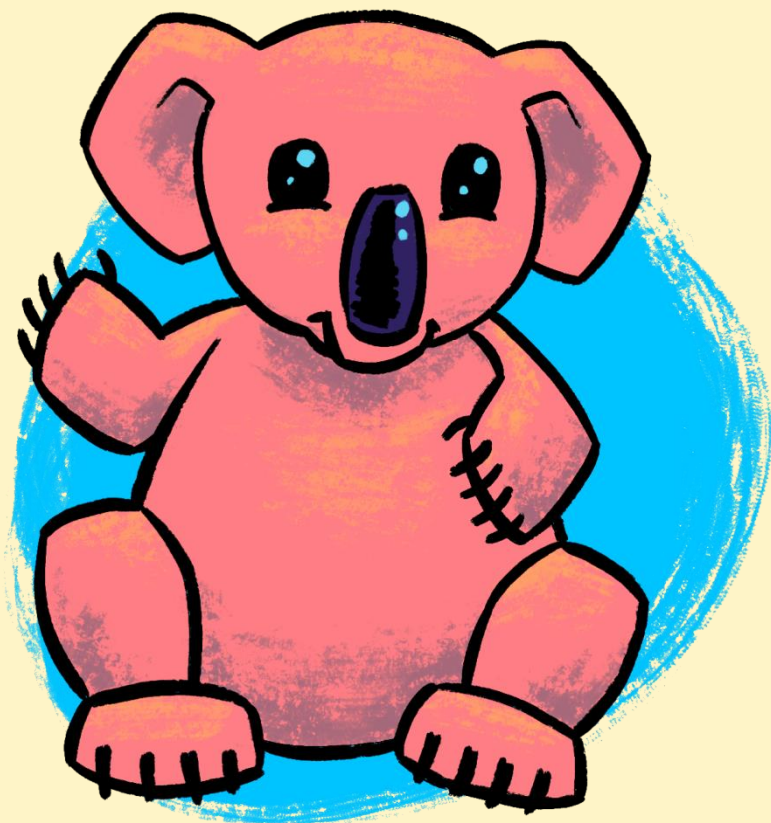
Main Thematic areas Child and Communication	<ul style="list-style-type: none">• To understand the story in English through interactive narrative• To reproduce the words of a song in English through active listening <p>Suggested words hare, tortoise, fast, slow, forest, river, hill, field</p> <p>Suggested phrases Go to..., What a beautiful..., make a..., run through..., you are the first</p>
Child, Body, Creation and Expression	<ul style="list-style-type: none">• To discover and process the potential for expressing their bodies• To adapt their movement so as to respond to kinetic and rhythmic motifs• To compose original work by combining materials in a creative way
Thematic areas involved Child, Self and Society	<ul style="list-style-type: none">• To identify emotionally with things or imaginary people• To play group games
Child and Natural Sciences	<ul style="list-style-type: none">• To construct slides with little squares (snake and ladders game)• To count
Developing attitudes	<ul style="list-style-type: none">• To develop a positive stance towards difference and to respect the limitations of others• To recognise the value of effort to attain goals• To cultivate empathy and self-control





- ✓ Kiki the Koala
- ✓ Story “The hare and the tortoise”
- ✓ Flashcards with pictures from the story
- ✓ Flashcards forest, river, hill, field
- ✓ Song “Miss Tortoise”
- ✓ Cardboard divided up into small squares for the game “Snakes and Ladders”
- ✓ Plasticine for the pawns
- ✓ Dice



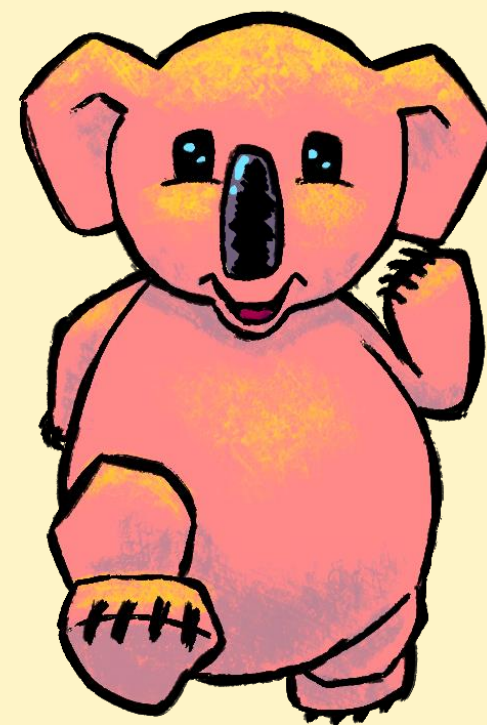


Description of the procedure and
suggested activities








Kiki enters the classroom happy and smiling. **(PT-LT)** We ask Kiki why she's so happy. She tells the children that today two of her good friends will be visiting the school. When the children ask her 'Who?', **(LT-PT)** we answer, "**Mr. Hare and Miss Tortoise!**", and we introduce them (flashcards or puppets).






 **(LT-PT)** We introduce the children Mr. Hare and Miss Tortoise (flashcards/puppets). **(PT-LT)** We ask them if these heroes remind them of some well-known and well-loved story. Who might that famous story-teller who told this story be? Aesop.

 **(LT-PT)** We say to the children **“Ok! This is the story!”** and we start narrating the story (see next slide) using flashcards or puppets, showing the pictures of the story on one screen. During the narration, we make pauses, stressing the words and using pantomime.

 **(LT-PT)** We watch and we check how much they’ve understood of the story by stopping

the story at intervals and asking questions related to the feelings of the heroes of the story (e.g., **“How does Mr. Hare/Miss Tortoise feel? Happy, sad, angry?”**) (recycling of vocabulary). **(PT-LT)** Why do they feel that way?

 **(LT-PT)** The narration is repeated. The second and third time, we interrupt the narration at specific points and encourage the children to continue, repeating some of the key words and phrases **(PT-LT)** or in any way they can strengthen translanguaging.





Hare: Hey, Miss Tortoise, look! I’m so fast!

Tortoise: Ok, Mr. Hare. Let’s run a race (*imitating a race*).

Hare: A race! Ha! Ha! (*we imitate the hare’s laughter*)

Hare: I will be first! Miss Tortoise, you’ll be last! (*imitating the first and the last*)

Hare: She’s so slow. I can take a nap.

Run through the forest, the field and up the hill!


Hare: Hooray!! Miss Tortoise, you’re the first! Sorry Mr. Hare, you’re the last!


Hare: Well done, Miss Tortoise!

Tortoise: Thank you Mr. Hare! You’re a good friend. You are the first, too!







 **(LT-PT)** We spread the flashcards of the story of the hare and the tortoise out on the floor (see previous slide). **(PT-LT)** What do we remember from the story? **(LT-PT)** We remind the children about the story, asking them to add words and phrases that they remember.

 **(PT-LT)** Kiki encourages the children to bring the story to life, **“Let’s act out the story!”**. The children are divided into groups, each group taking a flashcard at random, each group being asked to create a ‘snapshot’ of the scene they’ve got in the story. Having looked at the flashcard, the children choose how they will represent the heroes (what they will wear, which expression will show their feelings, etc.)


and the environment in which the action takes place, making use of the objects in their classroom.


 **(LT-PT)** When the ‘snapshots’ have been made, each group must place them in the space based on its order in the narration. The story begins and each time the snapshot appears (e.g., **“She’s so slow. I can take a nap”**), the children of each group present it.


 The snapshots created by the groups can be photographed and a collage can be made from the scenes in the story with the children in the class being the characters from the story.







 **(LT-PT)** Kiki sings the hare and tortoise rap song to the children (see next slide) showing them the corresponding flashcards (**field, forest, hill, river**) at the same time.

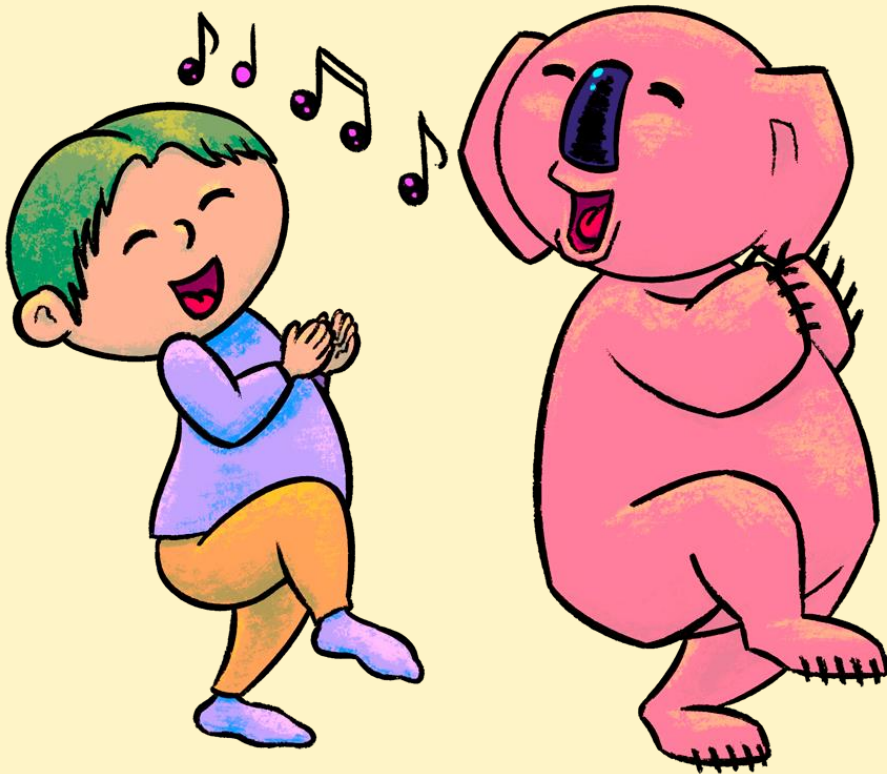
 The children and teachers are divided at random into two groups (hares-tortoises) and dress up accordingly. Kiki sings the song again and both groups dance to the beat, when the animal they represent is mentioned, making the movement they've decided on. **(PT-LT)** We urge the groups on by our example, dancing and making the corresponding movements.

 **(LT-PT)** We encourage the children in whatever way they like (e.g., painting on paper or arranging rest stops in their classroom) to express the route the animal in their group took according to the song (Mr. Hare: field-forest-hill & Miss Tortoise: field-river-hill).

 **(LT-PT)** Repeating the song, this time the children show the route each animal took on their drawings . The roles change and the procedure is repeated.

 If possible, we can make our own video clip for the song.





Run, run, run, up the hill

Run, run, run, through the field


Come with us, it's such good fun


Come Miss Tortoise, run, run, run


x2






 The children decide to make a board game of logic, “Snakes and Ladders” so as to enrich the mathematics learning centre. The game will reflect the struggle between the hare and the tortoise.


 A piece of coloured card will be divided up into small squares. **(LT-PT)** We show the children the corresponding flashcards and ask the groups to paint the corresponding rest stops **“Make a forest/Make a river/Make a field/Make a hill”**. While the children are making them, we pass through the groups, encouraging them: **“What a beautiful forest!/hill!/field!/river!”**.

 **(PT-LT)** The children can make pieces (hares

and tortoises) out of plasticine, to number the squares, etc. The little rivers could represent the snake and the hill, the ladder, as in the game “Snakes and Ladders”.


 The children are divided into groups and play the game. During the game, they throw the dice, call out the number, count the steps in English, go back or forward when they land on one of the icons (e.g., river, hill).


(LT-PT) We help the children, reminding them every time **“Go to the forest/ Go to the hill etc”**.


 It could be played in the playground as a board game and the children can cheer on the pieces.






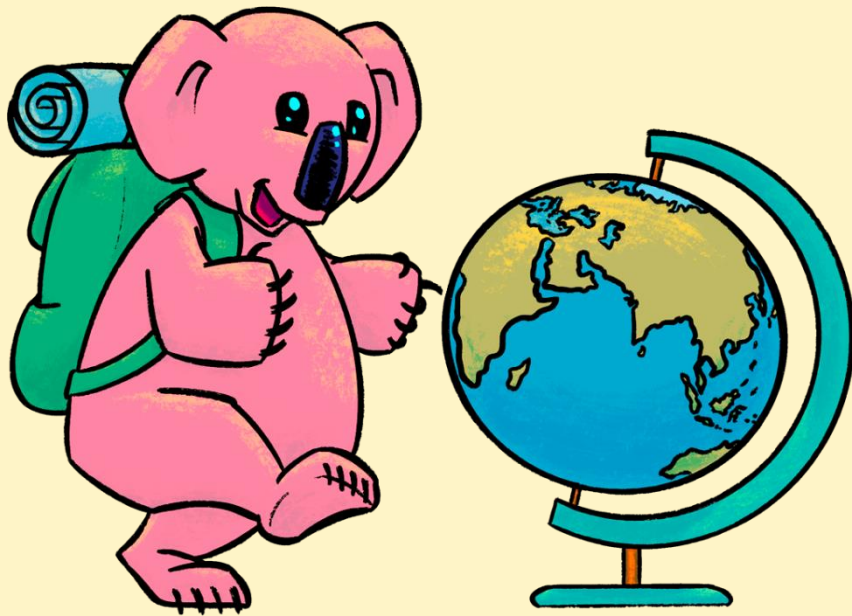
 **(LT-PT)** Kiki encourages the children to play a game along the lines of “Simon Says...” with the title “Mr. Hare says/ Miss Tortoise says...”. The children are divided into two groups (hares and tortoises).

 **(LT-PT)** Saying the introductory phrase “**Mr. Hare/ Miss Tortoise says...**” we activate the corresponding group each time in order to carry out a specific instruction/command (e.g., **walk/jump/clap your hands/run/hop/dance**) (vocabulary recycling) into a fast (hares) or slow (tortoises) beat. **(PT-LT)** We help and encourage the groups, making the movements together with the children at the right rhythm.

 After numerous repetitions the children can change groups and the process is repeated. In addition, if they wish, the children can undertake to give other instructions to the groups (“**Mr. Hare says/ Miss Tortoise says: walk, jump, clap your hands, run, hop, dance, etc.**”).

 **(LT-PT)** If they think it’s necessary, they can increase the level of difficulty of the game, repeating the procedure with all the children (the same children alternate the role of the hare and the tortoise depending on the instruction given).








The children are divided into groups, and with our help, they make posters using the collage method with the two heroes in the different places in the story. Thus, for example, we have a poster with the title “The Hare in the Forest”, one entitled “The Tortoise in the Field”, etc. They can add their own photos on the posters and call out the matching phrase: (e.g., “**George in the field/Mary in the forest**” etc.). The posters go in the classroom. Alternatively, they can role play it with the children themselves or with puppets, and act it out in the summer celebration.





 The children form pairs or small groups. They  are given mixed up flashcards of the story of the hare and the tortoise and the children are asked to put them in the right order. After this, they try to tell the story in their own way, remembering words, phrases and dialogues. The efforts of the children are recorded and enrich the e-portfolio.

 EAN Digital Game: “Mr. Hare and Miss Tortoise”. The children listen to the phrases from the song of the hare and the tortoise (e.g., Run up the hill) and choose the correct picture from those appearing on the screen.

In pairs, the children play a game. They have flashcards in front of them (field, forest, hill, river). One child places one in their own order and the other child ‘reads’ the route the tortoise or the hare will follow. Alternatively, we construct a model of the corresponding stops (field, forest, hill, river). One child gives an instruction (e.g., Run up the hill) and the other child places the model of the animal on the matching point.





Aesop's Fable "The Tortoise and the Hare" | 226 in the Perry Index

Song: "Miss Tortoise"

Music: Konstantinou Vasiliki

