

Presents

Hare & Tortoise



Education Pack

Written by **Caroline Herlihy**
with Thanks to **The Betty Riseley Trust**
Illustrations by **Rose Forshall**



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

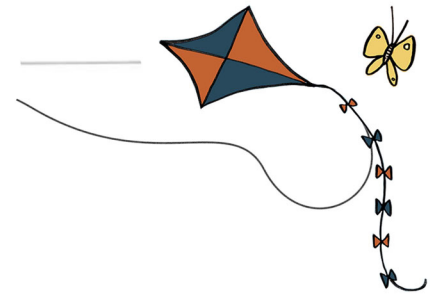
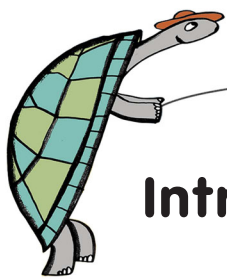


**GUILDFORD
BOROUGH**

Waverley
BOROUGH COUNCIL

**The Betty
Riseley Trust**





Introduction

Dear Teachers,

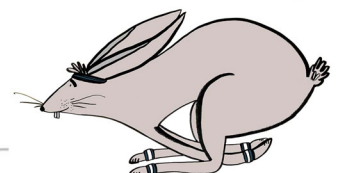
Brendan Murray wrote the script for Hare and Tortoise. In his introductory notes he wanted to develop the moral theme of the story to embrace the idea of 'letting go': 'of comforting, predictable certainties in favour of dangerous, but ultimately more fertile uncertainties.'

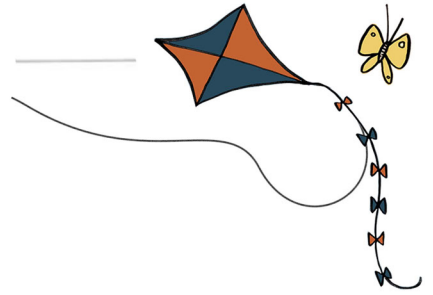
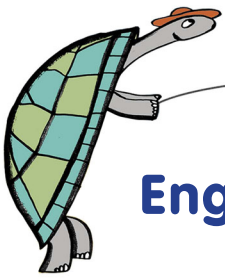
I have used this idea as a base for the Education Pack. There are many Hare and Tortoise teaching resources on websites like Twinkl and Sparklebox, which provide worksheets. However, I hope the following ideas will provide open-ended, creative and challenging ideas for children...and teachers!

Caroline Herlihy

Contents:

English	2
Maths	4
Science	12
Art & Design	16
Music & Dance	20
History	21
Geography	22





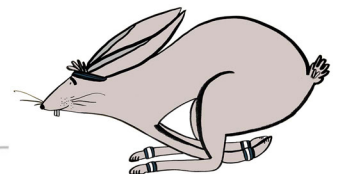
English

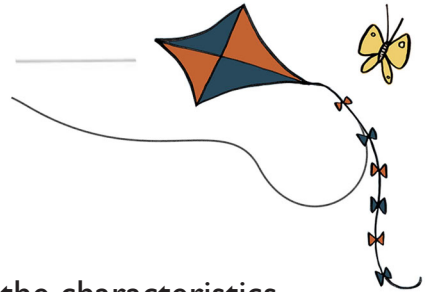
Speaking and Listening - leading to Writing

What if?

This is a good question to pose to children in order to motivate ideas. You can use the Hare and Tortoise story as a starting point for discussion, which may lead to writing-

- What if an elephant and a mouse were racing? (choose your own animals)
- What if it was an underwater race? (desert, jungle – choose your own place)
- What if you were racing an animal?
- What if you could fly?
- What if you could travel back in time?
- What if?!





What a character!

In talk partners, ask the children to share their ideas about the characteristics of each character. (If appropriate, children could write ideas on whiteboards).

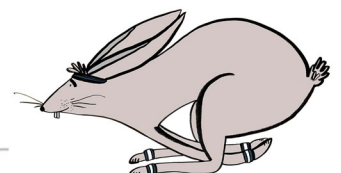
You could take each character in turn, or think about them both together and do a 'ping pong' exercise focusing on the opposite adjectives for each character; one child has Hare and the other Tortoise.

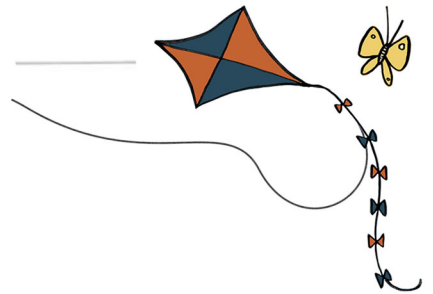
Hare starts "fast" partner (Tortoise) responds "slow" then suggests a Tortoise characteristic. How many can they produce?

As children become familiar with the details of the characters, give them the opportunity to do some 'hot seating'. The teacher could start as one of the characters and the children have to think of interesting questions (higher order Bloom's Taxonomy style) to ask. This can be repeated with different children in the hot seat and a range of questions being asked.

This can lead to various forms of writing:-

- A letter from either Hare or Tortoise to a family member describing who they raced against and what the outcome was, and why.
- A set of 'top tips' (different for each character) to help them win the race.
- A retelling of the story, with a real emphasis on the characters
- There are many images for the story of Hare and Tortoise on the web. Use these and add speech bubbles for the children to add what each character is saying. If appropriate, the children could also write out in sentences using correct punctuation.





Maths

Time is an important aspect of the narrative.

There are a variety of activities for learning about time that can be adjusted for different ages and abilities by adjusting the method of recording the time, starting with the youngest children making a...

Seasons Wheel

Provide two identical circles of paper for each child. Fold each into four quarters. On one circle, cut out a quarter section. On the other circle the children draw in pictures to represent the four seasons, in the correct order around the 'wheel'. Using a paper fastener, pin the two wheels together so that the top wheel turns and reveals each season in order.

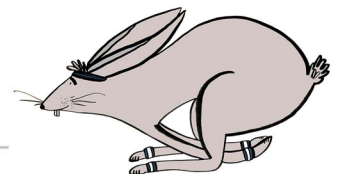
How long does it take?

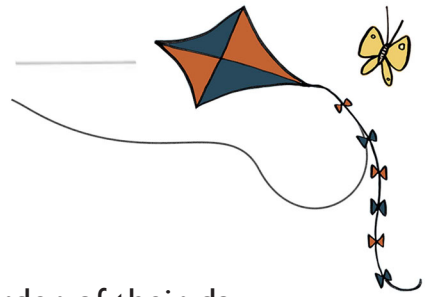
To help children become more familiar with units of time start with minutes. Get them to close their eyes and put up their hands when they think 1 minute has passed.

How many times can they write their name in 1 minute...5 minutes

How far can they run in 4 minutes?

Give the children different amounts of time...what could they do in the given time...e.g. half an hour, one hour, an afternoon, a week, etc...!





My Day

Children draw a picture or write about the key events, in order, of their day – and insert the hands or numbers on pre-printed analogue or digital clocks.

Calculating Intervals of Time

Seeing 'time' set out in a linear way can help children to calculate intervals of time. Provide the children with a blank number line. It can have units of time pre-printed on the markers, or children can write these themselves and the units can be adapted to the stage of their understanding of time.

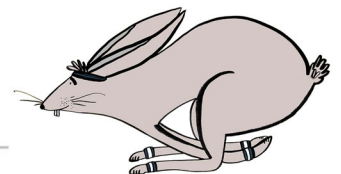


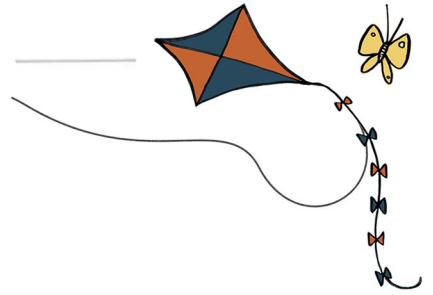
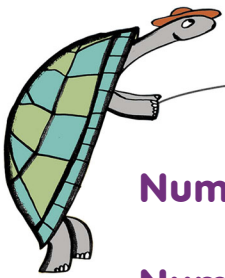
You can then ask them a series of questions, such as –

If hare started a race at 1.30 and finished at 3.00 how long did the race last?

If tortoise started packing a case at 3.00 and finished at 4.30 how long did he take?

To extend the activity get the children to work in pairs and ask each other questions that they have to check.

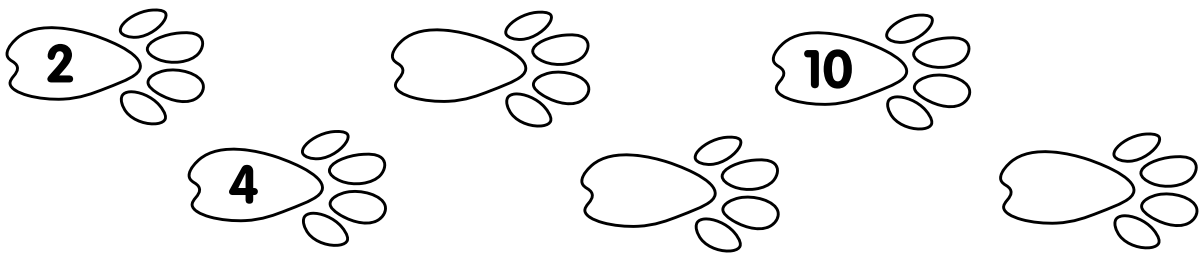




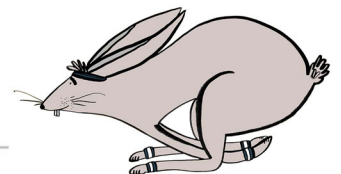
Numbers

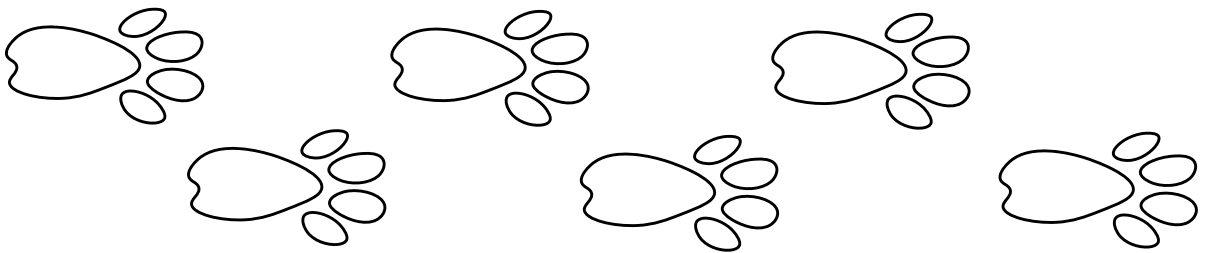
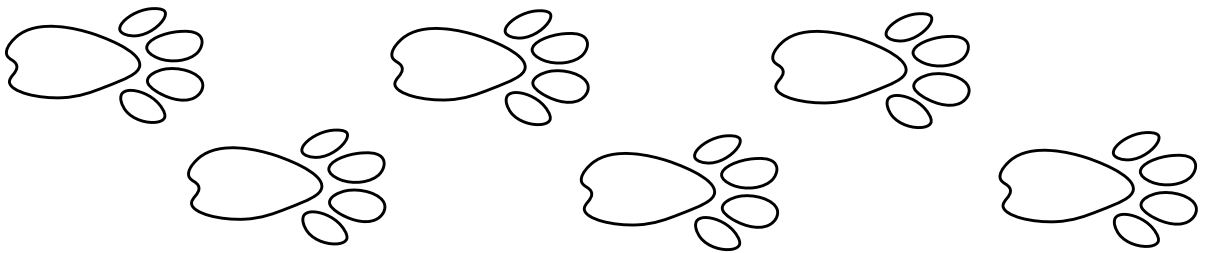
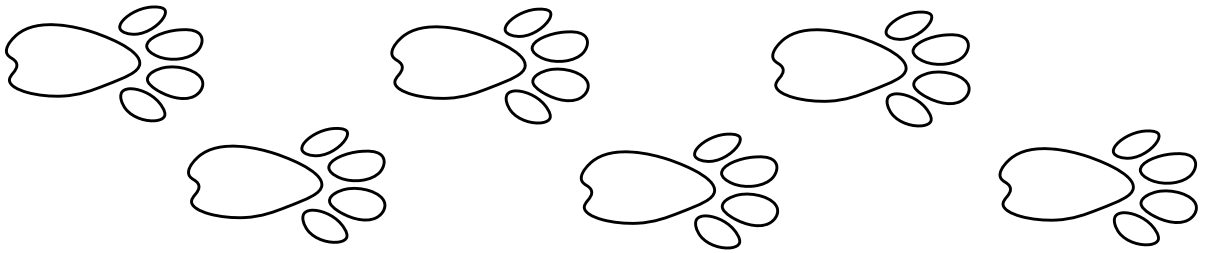
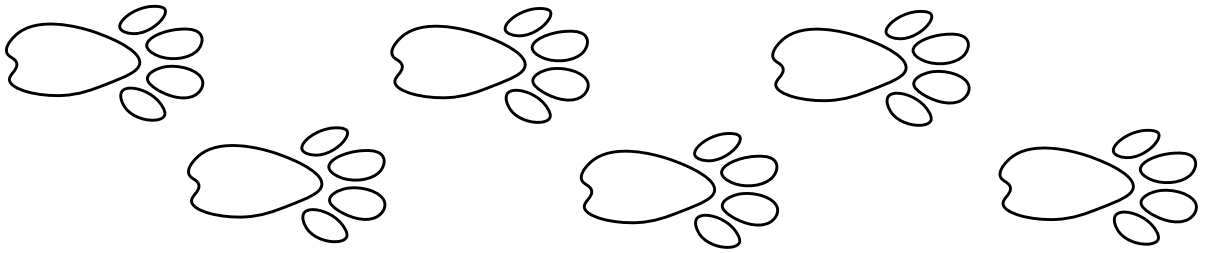
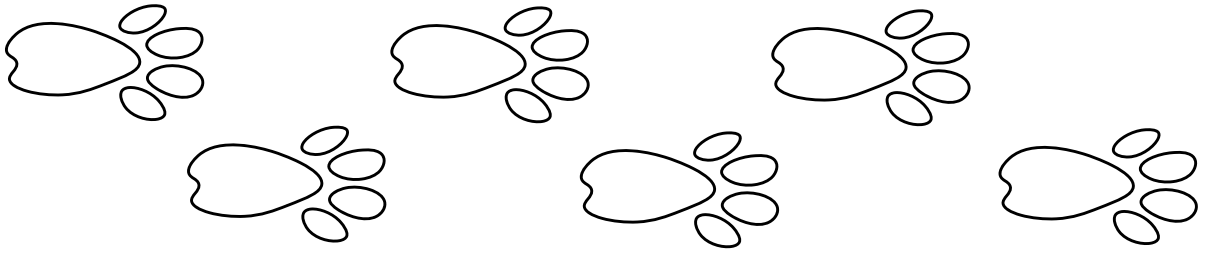
Number paw patterns

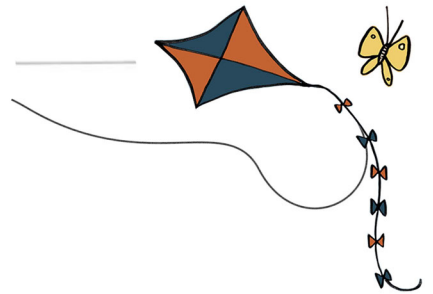
Give the children paper with paw prints on with numbers in a particular sequence or pattern on some of the paws. The children have to work out and write down the missing numbers. Adapt the number sequences as appropriate. Then can children make up some of their own to give to their peers to work out?



Please find some black paw prints overleaf for you to prepare for the children!



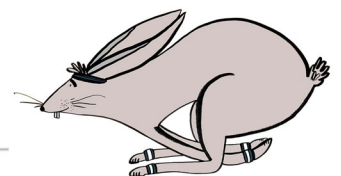


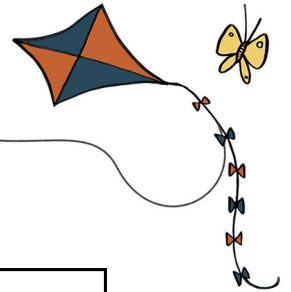
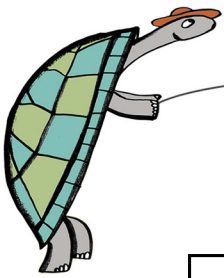







Running on a Hundred Square

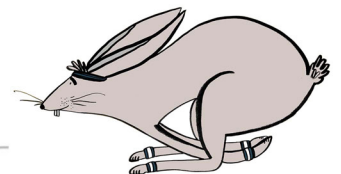
Give the children 100 squares with some numbers blacked out by 'paw prints'. Children have to identify the numbers. You could also use laminated 100 squares with paw prints on pieces of black card for children to use in pairs. They take it in turn for one child to close their eyes while the other places paw prints on the 100 square for their partner to identify the numbers that are hidden.

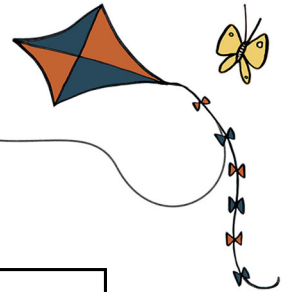
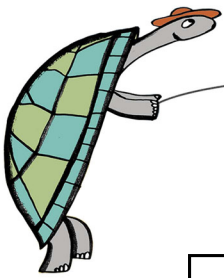
See number grid overleaf. You can give this example to the children or you can make your own!



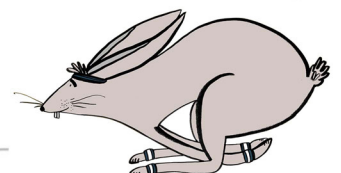


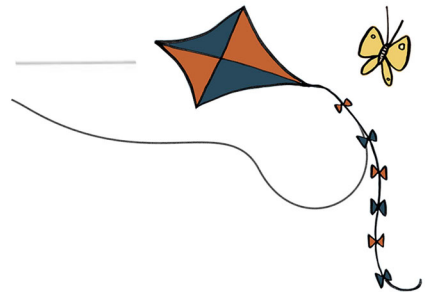
1	2	3	4	5	6	7	8	9	10
11	12		14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46		48	49	50
51	52	53	54		56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77		79	80
	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100





As a prize in a race would you rather...?

Pose these questions to the children...

Would you rather have a jam jar of 10p coins or an egg cup of £1 coins?
(change coins according to age/ability).

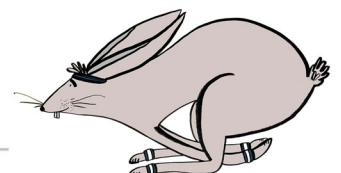
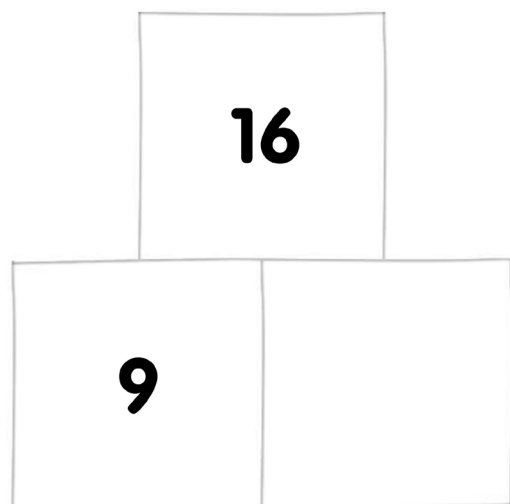
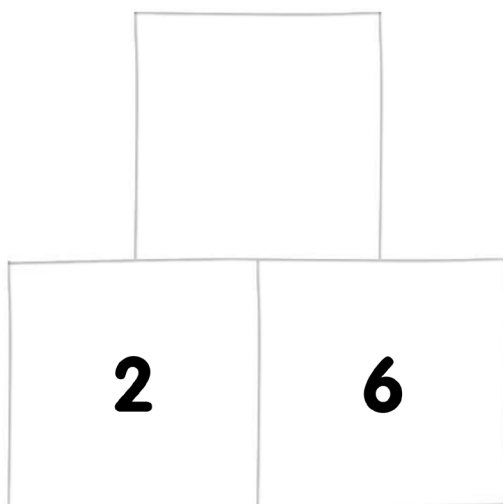
Would you rather have 200 grams of marshmallows or 80 grams of smarties?

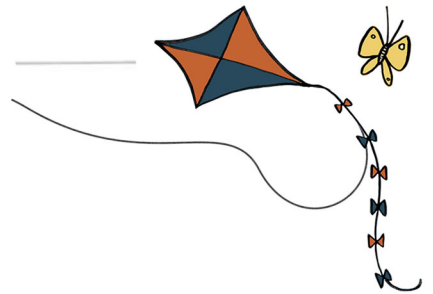
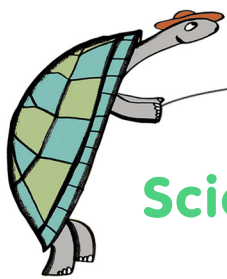
Children should give reasons for their answers before investigating the outcome.

Find the numbers on the winners' podium

Use the winners' podium of three blocks to provide a structure for problem solving. (You can adjust the level of difficulty.)

To start have two numbers you have to add together and put the total in the top box, or you may have to multiply the numbers to find the product. To raise the level of difficulty, provide the total/product in the top box so that children have to find the missing number to add or multiply.





Science

First to the Finishing Line!

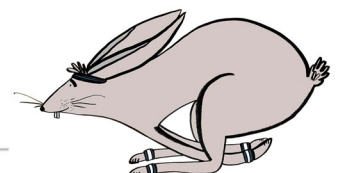
How can we make a paper hare or tortoise go the furthest distance?

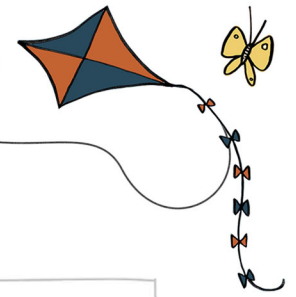
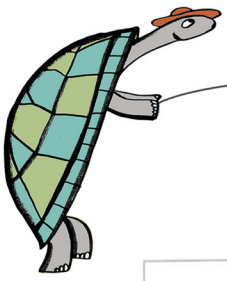
This activity will link with knowledge and understanding of the forces (pushing) to make things move.

Provide the children with a collection of toys that move by the force of blowing – e.g. windmills, party blower, bubble blower and let them explore. Afterwards ask them to describe what they had to do to make the toys move. Introduce the idea that blowing is a type of push and they are going to investigate this force.

Process of planning

1. What do we want to find out? Explain that they are going to make paper hares or tortoises and move them by the force of blowing and answer the question “Which blower will move the animal the furthest?”
2. What will we need? Cut- out paper animals (shown overleaf) – things that will produce a blow force (children can suggest ideas but have some of these ready) – straws, paper fans, pieces of paper, washing up bottles, plastic syringes, hand held battery fans etc.
3. What will we do? Children may have ideas, if not suggest that they could have a race in groups. How would they organise it? Ensure they consider how to make it fair (start and finish line, size and type of paper used to cut out the paper animals – it may help to have a template or outline for children to cut out).
4. What did we find out? You could use a digital camera to record the races and then show on the interactive whiteboard for children to observe and come to conclusions. Children could think of their own ways of recording what happened but providing the recording sheet overleaf may help. Or you could record the investigation by sticking the animals in order on a chart, with pictures of the blowers above each animal.

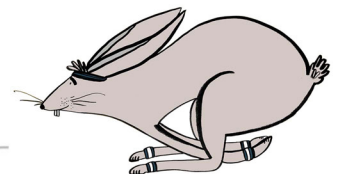
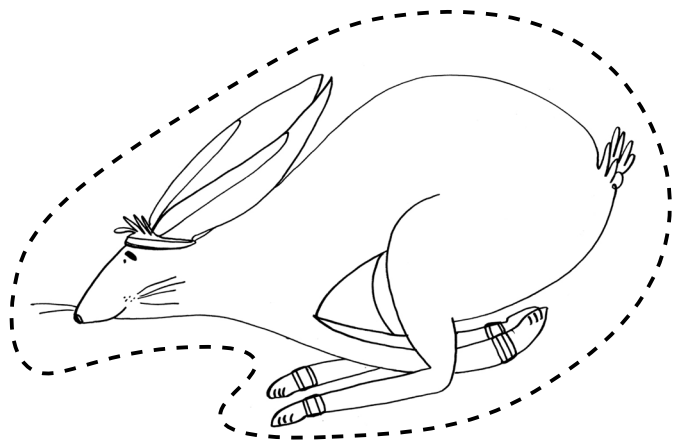
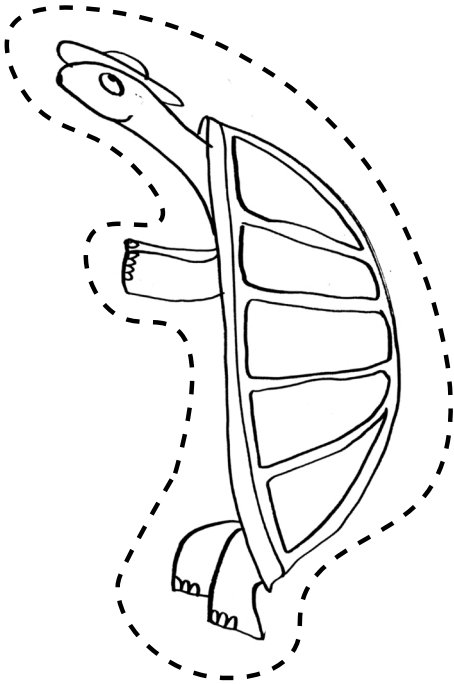


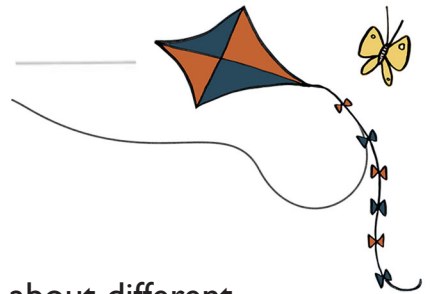
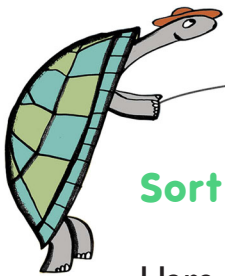


Types of blower					
-----------------	--	--	--	--	--



This type of blower made the animals go faster because...





Sort Them Out!

Hare and Tortoise is a good starting point to find out more about different animals and classification of animals. For the very youngest children this could be the starting point for identifying living and non-living things. Living things can then be further sorted into plants and animals.

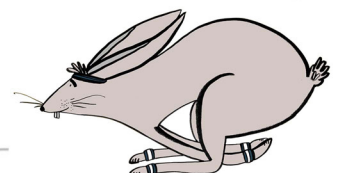
This can further develop as children carry out research to find out all they can about the two animals. You could do this as a whole class activity using IAW videos etc. or children working in pairs. Or you could introduce two or three more animals to research, so that you can divide the class into small research groups who then become 'experts' on their animals and have to feed-back information to the rest of the class.

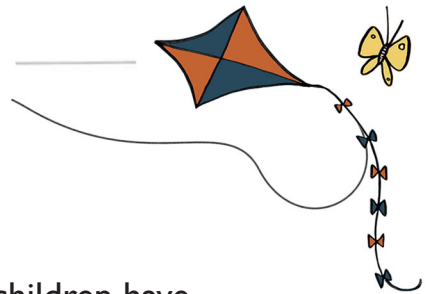
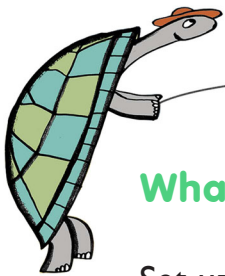
To scaffold this learning, children will need to have some guidance on the important criteria for classification – number of legs, skin/hair/shell, habitat etc.

Once the research is done children can develop their own classification key cards. Provide them with a selection of animals on cards, cut-out pictures from calendars or use books to sort many different animals.

Science Net Links.com has an interactive classification programme for children called A Touch of Class.

BBC Bitesize Science has some good clips on different categories for classification – habitats, life cycles etc.





What's the Weather?

Set up a weather station in/outside the classroom so that children have the opportunity to keep a daily record of the weather – measure rainfall, temperature, cloud, sun etc.

This will be a purposeful focus for discussing different ways of recording data – pictograms? graphs? written?

How can this data be used?
Could it help with a weather forecast?

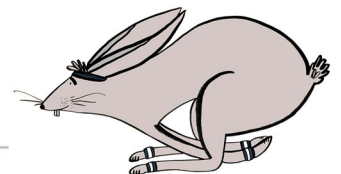
Look at different weather forecasts on line.

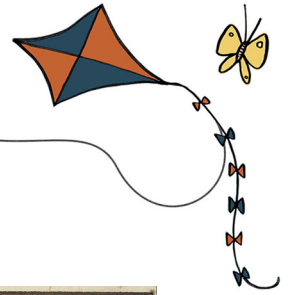
You could set up your own weather forecast studio – have a large scale map of the UK, a supply of weather symbols laminated with a supply of Blu-Tak (children can design and make symbols). Children can become weather presenters – even videoing their 'broadcasts' for an audience.

Brrrr...it's Cold/Wet Outside!

Tortoise hibernates in winter because it is so cold, Hare has a warm fur coat to keep him warm...what is the best way for us to keep warm in winter?

An opportunity for children to explore the properties of different materials to find hypothesis about which are best materials for keeping warm/dry, devise a fair test (if thinking about keeping warm it helps to have a digital thermometer). Report back on findings.



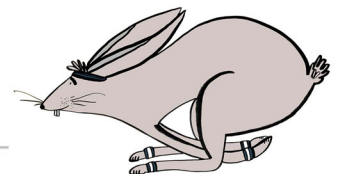


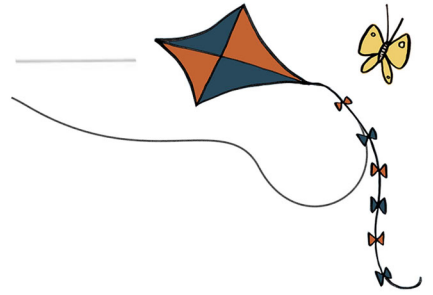
Art & Design



Young Hare by Albrecht Durer (1502)

This painting of a hare is considered to be an observational art masterpiece. It could be a stimulating picture to get children involved in close observational drawing and painting.



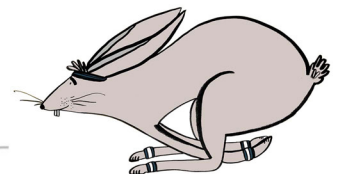


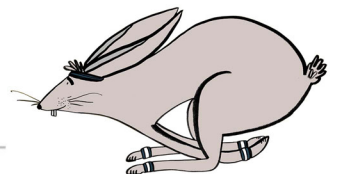
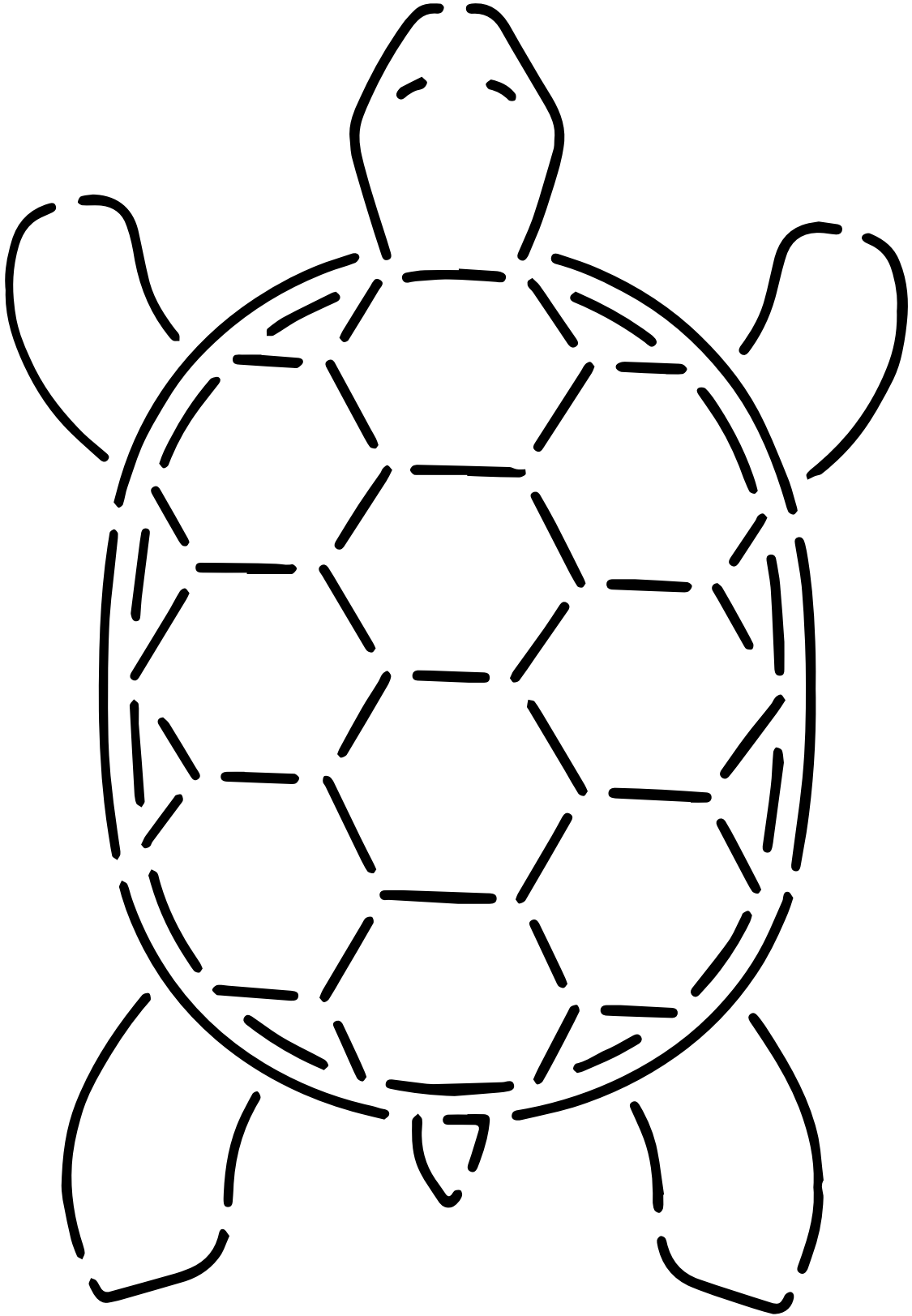
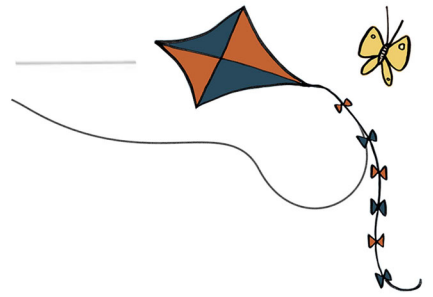
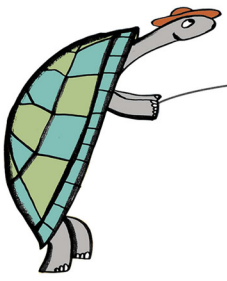
A texture tortoise shell

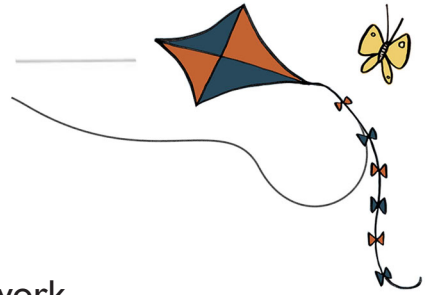
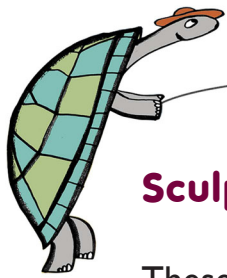
You will need:

- a variety of different textured materials – fabrics, artificial grass offcuts, wire wool, bark, etc.
- a variety of mark making tools – pencils, charcoal, chalk etc.
- small paper hexagons (about 6 cm diameter - see example template overleaf) of paper

Children choose a material and try to reproduce the texture on a square of paper. Once they have several hexagons of contrasting textures they could arrange them in a tessellating pattern to resemble a tortoise shell and then just add head and feet.







Sculptures of Hares by Paul Jenkins

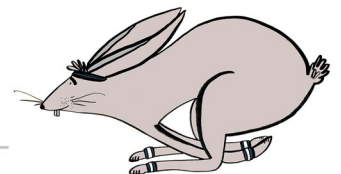
These sculptures may be the inspiration for some 3D clay work.

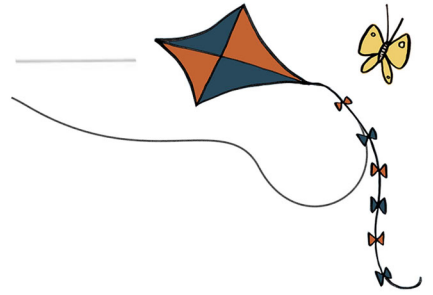


You could have a look at the YouTube videos:

- [Cute Hare Doing Funny Hare Things](#)
- [Close Encounter with a Brown Hare](#)
- [Brown Hare on the Run](#)

Children can observe the movements of the hare and this may help them to sculpt their own hare figures.

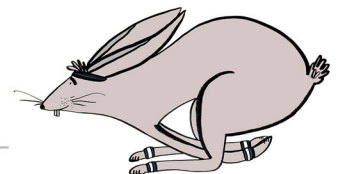


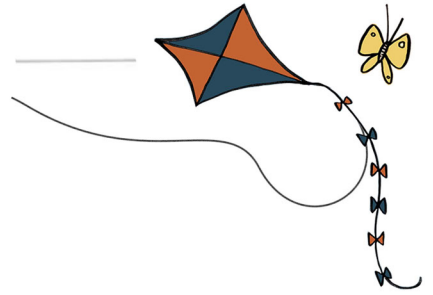
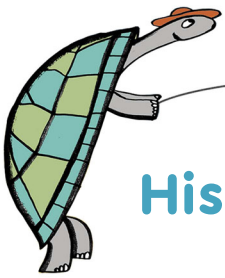


Music & Dance

Dance of the mad March hare!

Use the YouTube videos as a starting point for music and movement. Teachers choose the music, or children can develop percussion patterns for others to develop dance based upon the hare movements they have observed.





History

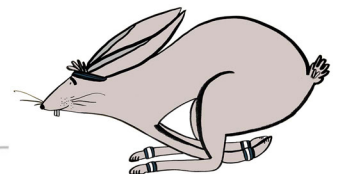
Time Lines

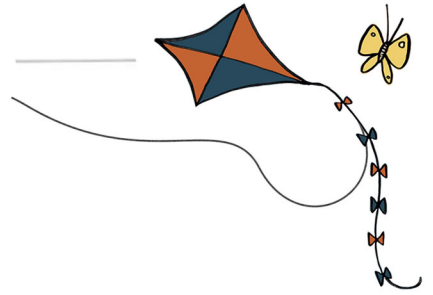
The story of Hare and Tortoise develops the theme of passing time. This could be further developed into making historical time lines...

Make a large class time line covering family life back to grandparents or great-grandparents; the dates could span several decades. Pictures of important events, fashion, artefacts could be displayed by each decade.

Make a time line linked to a period in history that the class is already studying.

Make a time line linked to the Modern Summer Olympic Games (which could start with 1948 held in London)– so space out the dates in four year spaces. Note the place where the games were held, and look at the differences in athletes – e.g. the clothes, events, best times etc.





Geography

Map out a race track

Young children could design a race track/obstacle course using outside PE equipment such as benches, hoops, cones etc. and then record the race track as a map.

Older children could design a real race track and stadium. They would have to think of all the things that spectators would need when they visit a race track – e.g. toilets, cafes, seats etc.

Make a map of the design and include a key.

