Stage: Full Alphabetic
Skill Level:

Purpose: Post and read these statements with students to set a purpose for reading.

- I can sound out words I don’t know.
- I can predict what will happen in the story.
- I can connect the words with the pictures and what I know to make inferences about the characters, setting, and events in the story.
- I can retell parts of a story.

Materials:

- Letter cards (Letter cards: p,e,t,b,s,ch,l,r,a,m,c) or wipe-off board and marker. Print the vowel letters in a different color from the consonants.
- Color copy of the book on the computer screen.
- An individual black and white copies of the book for each student.
- Sequence words (first, next, then, after that, finally) and connecting words (but, so, because).

Lesson Guide

Activity 1 Making Predictions from the Book Cover

Read the Title *(Who Will Win? Turtle or Rabbit)* with students. Then look at the illustration on the cover to have students predict what the story is about. Help students to think about what the title and the picture together help us predict about the characters and the setting called the set-up of the story.

Predict:
Who are the characters? (I see a turtle and a rabbit.)
What is the setting? (It looks like they are outside in a field or park.)
What are the characters doing? (They are getting ready to have a race.)

Think-aloud: “I see a turtle and a rabbit and it looks like they are getting ready to race. The title says, “Who Will Win? The Turtle or Rabbit?” So I predict the book will be about a race between the two characters and at the end we will find out who wins.”
**Activity 2 Word Work**

**Sounding Out Words and Recognizing Words**

Before students read the book on their own practice these activities to prepare them to read the words accurately.

- **Phonemic Awareness:** Point a finger for each sound you hear in a word.
- **Words with 3 sounds:** pet, path, dash, end, wish, chat, shock
- **Words with 4 sounds:** fox, test, fast, last, flash, champ, plod
- **Note:** Remember that a digraphs (th, sh, ch, -ck) represent only one sound (phoneme). Consonant blends (st, fl, sn, dr, cr, gr, br) represent 2 distinct sounds (phonemes). The letter x represents two distinct sounds /ks/(phonemes).

**Sound-by-sound blending:** Sound-by-sound blending for closed-syllable words: plods, wish, test, best, chat, path, flash, champ, drips.
- **Note:** Remember the blend spelled dr represents the phonemes /jr/.
- **On wipe-off boards,** have students give the sound as you spell each word letter by letter. Have students blend the consonant sounds with the vowel sound.
- **Example:** plods
  - Write the letter p.
  - Say: *sound* (Students respond /p/).
  - Write the letter l.
  - Say: *sound* (students respond /l/).
  - Write the letter o.
  - Say: *sound*: /o/.
  - Say: *blend* (Students respond /pl?/)
  - Write the letter d.
  - Say: *sound* (Students respond /d/).
  - Write the letter s.
  - Say: *sound* (Students respond /s/)
  - Say: *blend* (Students respond /pl?ds/)

**Word Chain:** (Letter cards: p, e, t, b, s, c, h, l, r, a, m, c) Students have to listen for the sound that changes in each word and change their own cards or erase the letter on their board to change it to a letter to represent the sound change.

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<thead>
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<tbody>
<tr>
<td>3. Say: Change bet to best.</td>
<td>7. Say: Change chet to chat.</td>
<td>11. Say: Change ramp to camp.</td>
</tr>
</tbody>
</table>

**High-frequency words:** about, didn’t, for, now, to, because, don’t, go, off, who, began, down, like, play, your, behind, does, mark, says, could, far, never, soon, who, want
Students can gain more practice reading high-frequency words from the chart at the end of the book.

Practice the high-frequency words in the context of a CLOZE sentence (fill in the missing word with a word that makes sense).

It is important to note that the example sentences below already contain high frequency words, so students can fill in the blanks with their ideas and practice reading the completed sentence.

_________ says, “On your mark get set, Go!” (Fill in blank with student names)

I could play _______________. (Fill in the blank with the name of a game or sport.)

I don’t want to _________________ because _______________________. (Fill in with ideas that make sense).

Phoneme-grapheme map for blends:
Tap out the sounds in the word.
Spell with students each sound in the word.
Remind students that digraphs (e.g. ch, -ck, sh) represent one sound so both letters go in the same box.
For dr blend students will hear the blend /jr/, but in English we spell the sound blend /jr/ with the letters d-r.
Remind students that a blend (e.g., fl, br, dr, -mp, sn) has more than one sound so each sound of the blend gets a separate box.
Each space is a sound block. Only one sound can be printed in each space.

<table>
<thead>
<tr>
<th>Ch</th>
<th>a</th>
<th>t</th>
<th>chat</th>
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<tbody>
<tr>
<td>b</td>
<td>r</td>
<td>a</td>
<td>g</td>
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<td>ch</td>
<td>a</td>
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<td>p</td>
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Syllable Division: lesson, began, cricket
Clap the number syllables in the word.
Divide each word between the two consonants (les/son) or keep letters of the digraph together (crick/et) or divide before the consonant if there is only one consonant (be/gan).
Have students read each syllable with you and then blend the two syllables together.

les- , -son, crick-, -et are closed syllables and have a short vowel sound.
-be- is an open syllable and has a long vowel sound.

**Activity 3 Individual Reading with Feedback from Teacher**

The students read the text and sound out words they don’t know. While other students are reading, the teacher listens to one student read at a time and gives the student feedback on their pronunciation. Help them sound out the word (segment) and then put the sounds back together (blend). The challenging words in this book are words that have a beginning or ending blend or inflectional ending -s: drifts, drips, left, best, champ, brags, plods, drops etc. Also a few words have the r-controlled vowel spelled ar (far, mark).
**Activity 4 Choral Reading for Fluency Practice**

*My Turn, Your Turn*

The teacher reads a line from the text and the students follow in their books with their finger. Then the students read the same line. Look to see if students are pointing to each word.

**Example:**
Teacher: My turn. “Rabbit brags to Turtle, “I can hop so fast. You will be last if we run down the path.” Your turn.

Students: “Rabbit brags to Turtle, “I can hop so fast. You will be last if we run down the path.”

**Choral Reading:** The teacher and students read the text at the same time.

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**Activity 5 Comprehension Practice**

Reread each page of the text with students. Guide students to understand the story and make inferences with help from the illustrations. Ask questions that require inferences based on careful attention to the text and/or pictures.

Do a **think-aloud** to help students understand how both the words and illustrations together help us understand the story. Ask **text-dependent questions** that help guide students to understand how the story details and author’s craft enhances the story message. Important steps in the close reading process are:

- Students reread parts of the book to show the evidence for their answers to the questions the teacher asks.
  - Example: What did the Rabbit brag to Turtle? (Rabbit bragged that he will win the race because he can hop fast.)
  - Read me the part that tells what Turtle said back to Rabbit. (“Hush Rabbit. Let's run down the path for a test to see who is best”).
- Teachers help students make inferences about what happens in the story, how the characters’ feel, or what they are thinking. The teacher guides students to tell why they think something happens using the words and pictures as evidence to support their inference.
  - Example: Why do you think Rabbit took a nap? (Answer: Because he did not think Turtle could catch up to him. My evidence is that the text says “Turtle cannot pass me.”)
  - Why did Bird think Rabbit could beat Turtle? (They knew that rabbits move fast, and turtles moves slower.)
  - What is the evidence that Bird thinks Rabbit will win? (Bird says, “Not so fast, Turtle will never last.”)
  - How did the Fox and Bird feel at the end of the story? (happy, glad, excited)
  - How do you know?(by their expressions and the text says that “Fox is glad”).
- Teacher asks questions that have the students react to the story.
  - Example: How did you feel when Turtle won the race?
- Teacher asks questions at different English oral language levels to encourage the participation of all students, including those students that are not yet speaking English. Students at lower oral language levels can respond by pointing to what they can understand or acting out the meaning of a word or event.

**Text-Dependent Questions**

On each page there are questions to ask students for different levels of English language development.

*After one student gives an answer to a question, the teacher repeats the correct answer in a complete sentence.

*Ask the students who gave the answer to show the other students where the answer came from in the book or picture.
Page 2 Text: As the kids chat, Rabbit rests and Turtle snacks.

As the kids chat, Rabbit rests and Turtle snacks.

Oral Language level 1:
Point to the kids. Point to pets. Point to the rabbit. Point to the turtle.
Oral Language level 2:
Where are the kids and the pets? (in a classroom)
How do you know? (see the bulletin board, wipe board)
Oral Language level 3:
What does chat mean? (Talk to each other.)
What are Rabbit and Turtle doing? (Rabbit is resting. Turtle is snacking on spinach.)

Page 3 Text: Rabbit brags to Turtle, “I can hop so fast. You will be last if we run down the path.”
Turtle is mad. He says, “Hush Rabbit. Let’s run down the path for a test to see who runs the best.”

Rabbit brags to Turtle, “I can hop so fast. You will be last if we run down the path.”
Turtle is mad. He says, “Hush Rabbit. Let’s run down the path for a test to see who runs the best.”

Oral Language level 1:
Point to the character that says, “I can hop so fast. You will be last if we run down the path.”
Point to the character that says, “Hush Rabbit.”
Oral Language level 2 & 3:
What does brag mean? (to boast about yourself or show-off)
Pretend you are Rabbit and read what he says so it sounds like you are bragging.
What does Turtle want to do? (have a race). Why?
Model a retell of the set-up of the story for students and then let them try:
In a classroom there is a pet turtle and rabbit. When the kids leave the classroom, the pets begin to chat. Rabbit brags to Turtle that he is faster and can win a race down the path. So Turtle challenges Rabbit to a race.

Page 4 Text: “I want Turtle to win. I don’t like it when Rabbit brags,” says Fox.
“Not so fast, Turtle will never last,” says Bird.

“I want Turtle to win. I don’t like it when Rabbit brags,” says Fox.

“Not so fast, Turtle will never last,” says Bird.

Oral Language level 1:
Point to Fox. Point to Bird. Show me how Bird feels.
Oral Language level 2 & 3:
Why does Fox want Turtle to win? (Because Rabbit is showing off.)
How do you think Bird feels? (He feels upset.)
Why is Bird upset? (Because he thinks that Turtle cannot beat Rabbit.)
Infer: Where will the race start? (Students should point to the place that is marked START on page 4 of the book.) How do you know? (in the grass there is a place marked START).

Page 5 Text: Fox yells, On your mark, get set, GO!" Rabbit jumps fast. He is off in a flash. Turtle lags far behind Rabbit.

FOX YELLS, "ON YOUR MARK, GET SET, GO!
RABBIT JUMPS FAST. HE IS OFF IN A FLASH. TURTLE LAGS FAR BEHIND RABBIT.

Oral Language level 1:
Point to Rabbit. Point to Turtle. Who is winning the race?
Oral Language level 2 & 3:
What does Fox say to start the race? ("On Your Mark. Get set. Go!")
What does , “He is off in a flash mean.”? (Think of how fast a flash of light is. Off in a flash is an expression that means get going fast!).
Why is rabbit so far ahead of Turtle? (Because he hops or jumps really fast.)
What does the author mean that Turtle “lags far behind.” (Explain to students that lags means you are not keeping up, so you are far behind. The illustration helps us to see that Turtle is far behind Rabbit. Rabbit is ahead of Turtle. Also ‘far behind’ means far in distance from Rabbit.
Infer: Who do you predict will win the race?
Model a retell of the initiating event that starts the story action: Rabbit and Turtle lined up at the start line. Next, Fox yelled, “On your mark, get set go.” Then the race started. Rabbit was off in a flash and he leaves turtle far behind.

Page 6 Text: Soon Rabbit is so far down the path that he stops to rest. He sees the kids play
cricket. Then he drifts off to sleep.

Soon Rabbit is so far down the path that he stops to rest. He sees the kids play cricket. Then he drifts off to sleep.

Oral Language Level 1:
Point to Rabbit. Show how the Rabbit feels. Where are the kids?
Oral Language level 2 & 3:
What is Rabbit doing? (He is resting.)
Infer: Why did he stop running in the race? (He is so far ahead of the Turtle he thinks he has time to rest.)
What happens? (He drifts off to sleep.)
What does it mean to drift off? To slowly go from awake to sleep.
Infer: Predict what will happen.

Page 7 Text: As Rabbit sleeps, Turtle plods down the path. “I can do it,” says Turtle, and he passes Rabbit. Turtle’s drips and drops hit the grass, but he does not stop.

As Rabbit sleeps, Turtle plods down the path. “I can do it,” says Turtle, and he passes Rabbit. Turtle’s drips and drops hit the grass, but he does not stop.

Oral Language Level 1:
Point to Rabbit. Act out what Rabbit is doing. Point to Turtle. Who is napping?
Oral Language Level 2 & 3:
What happens while Rabbit is napping? (Turtle catches up.)
What does Turtle say? (I can do it!)
Infer: How does Turtle feel? (He feels determined to win.)
What does the phrase, “Turtle’s drips and drops hit the grass…” mean? (Turtle is sweating because he is working so hard to finish the race.)

Page 8 Text: When Rabbit gets up he says, “I had a nap, and still Turtle didn’t pass me. I will
sprint so fast to the end of the path and win!" Rabbit yells.

Oral Language Level 1:
Point to rabbit. Act what Rabbit is doing? (stretching with energy)
Oral Language Level 2+:
What does the Rabbit think? (He thinks Turtle is still behind him.)
What does the word sprint mean? (Guide students to use the clue “so fast,” to help them figure out that sprint means to run fast for a short time.)
Infer: What do you predict will happen in the race?

Page 9 Text: When Rabbit gets to the end, he is shocked to see Turtle in front of him at the finish line. Turtle is about to win. All the animals yell, “GO, TURTLE GO! Rabbit yells, "NO, TURTLE NO!"

Oral Language Level 1:
Point to Turtle. Point to the finish line. Point to the other animal characters. Show me what they are doing (cheering and saying, “Go!”)
Oral Language Level 2+:
Why is Rabbit shocked? (He thought Turtle was behind him, but instead he is about to win the race.)
What do the other animal characters say? (Go, Turtle Go!).
Infer: Who is working harder now? (Rabbit because he is the one sweating.)

Page 10: Text: Turtle wins. Fox is glad because now Rabbit can’t brag. Rabbit says, “Turtle you
are the champ! I think there is a lesson in this for me.”

Rabbit says, “Turtle you are the champ! I think there is a lesson in this for me.”

Oral Language Level 1:
Point to the winner of the race. Who says, “Turtle you are the champ?”
Oral Language Level 2+:
Have students go back to page 4 to read what Bird predicted about the race. Read what Bird said on page 4 and compare it to what actually happened. (Bird thought Turtle would never last to the finish line.)
What is Bird’s reaction on page 10? How do you know? (Bird has flowers for Turtle.)
Infer: What does Bird think about Turtle winning the race? What is your evidence?
What does Rabbit say to Turtle? What does that tell us about Rabbit? (Maybe he is a good sport because he complimented Turtle.) Think about if Rabbit changed from the beginning of the story when he liked to brag about being the fastest of all. Then compare what he said at the beginning of the story to what he said when Turtle won the race.

Page 11: Guide students to infer what is happening on page 11 using clues from the illustration.

Rereading/Dramatizing the story.
• Talk about punctuation and how to read the exclamation mark (!).
• Have students take the parts of different animals. Have a narrator read the story and assign other students to be each of the characters in the story.
Refer to the video on how to do Reader’s Theater. Link: https://wordscientists.org/board-view/?id_drDcqFRxyA0_video_

Activity 6 Retell the Story

Model a retell of the story: Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story. First, the teacher models a retell of the story using
the sequence and connecting words. Then students can help the teacher tell parts of the story or fill in words when the teacher pauses.

Use the sequence words (first, next, then, after that, finally) and connecting words (but, so, because) when you retell the story. These academic language word are bolded. Use the word decides or wants in the retell to help students understand the characters’ goals.

Students can practice retelling parts of the story. The teacher has the sequence words and connecting words on cards. Use the pictures from the story to help remember details of the story to retell.

Retell the story: 
In a classroom there is a pet turtle and rabbit. When the kids leave the classroom, the pets begin to chat. Rabbit brags to Turtle that he is faster and can win a race down the path. Turtle is annoyed with Rabbit’s bragging and challenges Rabbit to a race. The other animals hope Turtle will win because they don’t like it when Rabbit boasts. First, Fox says. “On your mark get set, go” and the race begins. Next, Rabbit hops fast and Turtle lags behind. After awhile, Rabbit decides to rest because he is so far ahead of Turtle. He sits under a tree and watches the kids play cricket and drifts off to sleep. While he is sleeping, Turtle passes him. After that, Rabbit wakes up and thinks Turtle is still way behind him. He sprints to the finish line. But when he gets there he is shocked to see that Turtle is already there. Finally, Turtle crosses the finish line with all of his animal friends cheering him on. Rabbit realizes that he lost because he took a nap. He learned a lesson, but he is a good sport and tells Turtle, “You are the Champ.”

Discuss a story message with students. Possible story messages are:  
- If you snooze, you lose.
- Slow and Steady Wins the Race.
- When you are overconfident, you may not try hard enough.
- People don’t like show-offs.

Activity 7 Cut-up sentences

Prepare the sentences and then cut apart the words, but leave the punctuation in place (e.g., period with the last word of the sentence) as a clue. Guide students to use strategies to put the words back in order to make sense.  
The pets began to chat.  
Turtle will never last.  
Rabbit jumps fast.  
Turtle plods down the path.  
Turtle is about to win.  
Fox is glad because now Rabbit can’t brag.  
Rabbit says, “Turtle you are the champ.”

Activity 8 Connecting the Spelling of the Word to its Grammatical Meaning

Make this chart and write and read the word sums with students.  
- Example of how to read the word sum: “h-o-p plus s is rewritten as hops.”  
- Listen to how the letter s is pronounced at the end of the word.
Activity 9 Wrap-Up

Write about the story message.
After students discuss possible story messages, have them choose one to write about.
Tell students to pick one of the posted story messages and find evidence from the story to support their choice.
Post possible story messages such as those identified in Activity 6 in the lesson guide.
- If you snooze, you lose.
- Slow and Steady Wins the Race.
- When you are overconfident, you may not try hard enough.
- People don’t like show-offs.

Here is an academic language frame for students to use to support their written response.

In my opinion, the story message in the book, *Who Will Win? Turtle or Rabbit*, is _________________________________. My evidence is __________________________________________. From what happens in the story, I can learn to___________________________________________.

Example of Completed Response Frame:
In my opinion, the story message in the book, *Who Will Win? Turtle or Rabbit*, is that no one likes bragging. My evidence is that in the story, the animals wanted Turtle to win because they did not like it when Rabbit bragged. Also they yelled “Go Turtle, Go!” so I know they wanted Turtle to win. From what happens in the story, I can learn to be a better friend and not brag about things I am good at.

Activity 10 Word Reading Assessment

Student Name ______________________
Date ________________

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<thead>
<tr>
<th>Word</th>
<th>champ</th>
<th>fox</th>
<th>chat</th>
<th>path</th>
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<tbody>
<tr>
<td>brag</td>
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<tr>
<td>test</td>
<td>drip</td>
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<tr>
<td>test</td>
<td>flash</td>
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Total correct/10

Record answers:
If the student sounded out the word before saying it write the letters with dashes (For example: *ch-a-t* or *ch-at*) in the box. Mark a (+) in the box to show they could sound out the word and blend it back together.
If the student recognized the word without sounding it out then just make a (+) mark in the box. If the student did not read the word correctly then write a (0) in the box. Count the number of words read correctly and record it as _______ correct/10.
Comment on vowel errors: ________________________________________
Comment on consonant errors: ________________________________
Comment on blend errors: ________________________________
Miscues (errors) made in context:

Type of error: ________________________________________________