



# La tortuga y la liebre

AESOP'S FABLE IN SPANISH AND ENGLISH  
TEACHER GUIDE WITH 5 EMBEDDED READINGS  
WRITTEN WITH A HIGH-FREQUENCY 100 WORD VOCABULARY



Story Adaptation, Commentary,  
and Lessons by Bryce Hedstrom

# PREVIEW

# LA TORTUGA Y LA LIEBRE

Teacher Guide,  
Embedded Readings  
& Student Activities

Aesop's Fable *The Tortoise and the Hare* in Spanish and English  
Written with a Sheltered 100-word Vocabulary  
Accessible to Readers at the Novice/High Level and Up  
(Mid to Late Spanish 1 Students and Above)

Written & illustrated by Bryce Hedstrom

- 5 Spanish Embedded Reading Versions
- 5 English Versions for ELL Students
- Full Color Illustrations
- Word Frequency Lists
- High Frequency Verbs
- Student Activities

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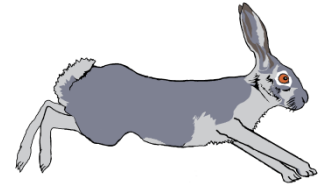
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# LA TORTUGA Y LA LIEBRE TEACHER GUIDE



## Introduction

This fable can be taught as a complete lesson over several days, or you can simply print off the scaffolded versions with illustrations and glossary for students to read it independently.

The adaptation of Aesop's well-known tale, and the embedded readings that guide students there step-by-step, were written with three ideas in mind. The first is a teaching precept by legendary French teacher Susan Gross: **"Shelter vocabulary, not grammar."** Don't pile on the new words too fast, but use appropriate grammar. Protect students from words they do not recognize, but continue use natural and necessary grammar to talk with them and tell them stories.

The second idea is: **Language is acquired little-by-little.** Students can understand and enjoy stories in a simple way before they are able to understand complete versions, and well before they can say them aloud themselves. The design of the embedded readings and the activities in this unit follow these ideas.

The third is: **Hard work can beat talent.** Students need this mindset principle. The embedded readings let students this out by taking them to a story they can finally read on their own as they stick with it and go through the steps.

The human mind is a language machine. Students can understand at a much higher level than we might think when they get the gist of a story with key vocabulary. Embedded reading pleasantly herds them through ascending versions of the story until they can understand and read the final version. They pick up the grammar as it is used because it just makes sense. The final version of the story is written with only 100 unique words. Almost all of the verbs are high frequency although they can appear in different tenses and moods because it is written with grammar appropriate to the story. The vocabulary is controlled, but the grammar is used naturally to tell and re-tell the fable without regard to traditional levels.

And it works. Students even in **level 1** have been able to read, answer questions, tell, and write this story reasonably well after completing this unit. Students in **levels 2 and 3** will pick up new and subtle uses of the language, and even those in **levels 4 and AP** will be gently reminded of appropriate word usage and grammatical construction by reading this pleasant, helpful, and (for them) easy-to-read tale.

## 1. Before Reading

### A) SET THE STAGE

Some students will not be familiar with this fable and you may need to give them context. In a comprehensible discussion in the target language, introduce the story and tell the students something about it. Tell them something like this at their level in in the target language:

- This is the story about a race between a slow tortoise and a fast hare (like a rabbit) in

a race. Who knows it?

- This fable is attributed to the ancient Greek storyteller Aesop.
- It has remained a well-known and treasured story across the ages because of the valuable message it contains.
- People everywhere appreciate it and can relate to it because they can identify with the characters. It gives them hope.

Some of this preliminary banter may sound simplistic, but, surprisingly, there will be some students, even high school students, that are not familiar with it. Reducing the cognitive load on students by lowering the thinking level at the beginning of a lesson like this is helpful for acquisition. They are listening and thinking in the target language, plus accessing a story that is either new to them or that they haven't heard in a long time. There may be words and concepts that are new to them. Starting slowly will help enhance their comprehension and confidence. You can speed up the rate of your speech and the number of versions later when they are ready.

## B) PERSONALIZE & CONNECT

Encourage discussion so the students can comment, ask questions, and express their thoughts and begin to get accustomed to some key vocabulary in the story. Discuss the concept of a fable with your students. Ask them in L2:

What are some other fables you know?  
Who knows this one?

Follow that introduction with questions related to the story, introducing key words in the TL as you go: **tortuga**, **liebre**, **ganar** and **carrera**, repeating them in your questions along the way.

What animal normally would win a race, a tortoise or a hare?  
To what animal are you more similar, the tortoise or the hare? Why?

## C) VOCABULARY PRE-CHECK

- **(Crucial)** Look over the *Vocabulary Analysis* list (p. 13-14) to familiarize yourself with the vocabulary in the story versions and to alert you to vocabulary your students may not know.
- **(Optional)** Give students the *Pre- & Post-Reading Vocabulary Check* (p. 42) so that you and they can get an idea of how many words in the story versions they already know before the unit and how many words they recognize afterwards. This will also inform you of the key words you may need to pre-teach.

# Vocabulary Analysis

## OF THE FINAL VERSION OF THE STORY

- Key**
- \* = **Important words for this fable** (Pre-teach these and/or check for understanding. Notice that some of the most crucial words in the story are not high frequency)
  - = **High frequency verbs** (You may need to pre-teach some of these)
  - ▲ = **Top 100 words in Spanish** (Most of the words in the final version)    **(#---)** = Not in top 5,000

There are **530 total words** in the final version of the story, which use a total of 126 unique words, excluding cognates. If the verbs are counted as infinitives, rather than individual conjugations as most publishers calculate word count, the **total unique word count** is just **100 words**.

Notice that the frequency of use in this simple story approximates word usage in natural speech and reading—the higher frequency words in the story mostly mirror those in real life. This story was intentionally written to replicate this pattern to help students acquire the most useful, high frequency words.

### Words that occur 10+ times in the final story

1.	la	▲ (#1)	(44 times)	the
2.	que	▲ (#3)	(18)	that
3.	* tortuga	(#---)	(18)	tortoise
4.	* carrera	(#485)	(17)	race
5.	y	▲ (#4)	(17)	and
6.	* liebre	(#---)	(16)	hare
7.	* rápido	(#652)	(15)	fast
8.	pero	▲ (#23)	(11)	but
9.	una	▲ (#7)	(10)	a
10.	a	▲ (#5)	(10)	to, at

### Words that occur 9 times

11.	■ podía	▲ (#27)		was able to
12.	* correr	▲ (#332)		to run

### Words that occur 7 times

13.	de	▲ (#2)		of, from
14.	* ganar	(#286)		to win, to beat
15.	le	▲ (#19)		to her
16.	* siguió	▲ (#97)		kept on
17.	más	▲ (#24)		more

### Words that occur 6 times

18.	poco	▲ (#74)		few
19.	■ soy	▲ (#8)		I am
20.	yo	▲ (#52)		I

### Words that occur 5 times

21.	* caminando	(#919)		walking
22.	el	▲ (#1)		the
23.	ella	▲ (#69)		she
24.	muy	▲ (#42)		very
25.	para	▲ (#15)		for

26.	siempre	▲ (#90)		always
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### Words that occur 4 times

27.	amiga(s)	(#262)		friend(s)
28.	■ dijo	▲ (#28)		said
29.	en	▲ (#6)		in
30.	■ era	▲ (#8)		was
31.	por	▲ (#12)		for
32.	■ puedo	▲ (#27)		I can
33.	se	▲ (#9)		herself

### Words that occur 3 times

34.	adelante	(#516)		forward
35.	al	▲ (#5 + #1)		to the
36.	* caminó	(#919)		walked
37.	comenzó	(#223)		started
38.	corrió	(#332)		she ran
39.	■ decía	▲ (#28)		said
40.	* lentamente	(#1975)		slowly
41.	llegó	▲ (#66)		arrived
42.	mucho	▲ (#45)		many
43.	su	▲ (#14)		her
44.	todo	▲ (#22)		all
45.	tú	(#554)		you
46.	■ ver	▲ (#37)		to see
47.	■ vio	▲ (#37)		saw

### Words that occur just 2 times in the final story

48.	ahora	▲ (#85)		now
49.	así	▲ (#59)		so
50.	con	▲ (#13)		with
51.	decidieron	(#381)		they decided
52.	día	▲ (#71)		day
53.	* dormir	(#857)		to sleep



54. * <b>durmiendo</b> (#857)		sleeping	96. * <b>ganó</b> (#286)		she won
55. ■ <b>estaba</b> ▲ (#17)		was	97. <b>gato</b> (#1,412)		cat
56. <b>final</b> (#307)		ending	98. ■ <b>había</b> ▲ (#11)		there was
57. * <b>gané</b> (#286)		I won	99. <b>horas</b> (#143)		hours
58. ■ <b>hablaban</b> ▲ (#92)		they talked	100. ■ <b>iba</b> ▲ (#30)		was going
59. <b>los</b> ▲ (#1)		the	101. <b>al lado de</b> (#165)		beside
60. <b>mi</b> ▲ (#49)		my	102. <b>lejos</b> (#469)		far
61. <b>porque</b> ▲ (#38)		because	103. <b>lugar</b> (#135)		place
62. <b>propia</b> (#140)		own	104. <b>moraleja</b> (#---		moral
63. <b>se reía</b> (#1,493)		laughed	105. <b>nada</b> ▲ (#95)		nothing
64. <b>de repente</b> (#2,183)		all of a sudden	106. <b>necesito</b> (#229)		I need
65. ■ <b>sé</b> ▲ (#46)		I know	107. <b>nunca</b> (#151)		never
66. <b>sí</b> ▲ (#70)		yes	108. <b>perro</b> (#939)		dog
67. <b>tiempo</b> ▲ (#68)		time (in general)	109. <b>preguntó</b> (#323)		asked
68. <b>un</b> ▲ (#7)		a	110. <b>primero</b> ▲ (#60)		first
69. <b>vez</b> ▲ (#44)	time (specific occurrence)		111. ■ <b>pudo</b> ▲ (#27)		could
70. ■ <b>voy</b> ▲ (#30)		I am going	112. ■ <b>puedes</b> ▲ (#27)		you can

### Words that occur just 1 time in the final story

71. <b>atrás</b> (#483)		behind	115. ■ <b>sabía</b> ▲ (#46)		knew
72. <b>aunque</b> (#117)		although	116. * <b>seguía</b> ▲ (#97)		kept on
73. <b>cada</b> ▲ (#96)		each	117. <b>sentarme</b> (#710)		to sit down
74. * <b>caminar</b> (#919)		to walk	118. <b>se sentó</b> (#710)		sat down
75. * <b>camino</b> (#319)		path, road	119. <b>siesta</b> (#4,176)		nap
76. <b>comenzaron</b> (#223)		they started	120. <b>sin</b> ▲ (#43)		without
77. <b>cómo</b> (#126)		how	121. <b>sobre</b> ▲ (#48)		about
78. * <b>corrí</b> (#332)		I ran	122. <b>sonreía</b> (#2,731)		smiled
79. * <b>corriendo</b> (#332)		running	123. <b>sonrió</b> (#2,731)		smiled
80. <b>creerlo</b> ▲ (#91)		to believe it	124. <b>tan</b> ▲ (#83)		so
81. <b>cuando</b> ▲ (#40)		when	125. <b>también</b> ▲ (#53)		also
82. <b>dejó</b> ▲ (#94)		quit	126. ■ <b>va</b> ▲ (#30)		goes
83. <b>del</b> ▲ (#2 & #1)		of the			
84. <b>se despertó</b> (#734)		woke up			
85. <b>después</b> ▲ (#87)		after			
86. ■ <b>diciendo</b> ▲ (#28)		saying			
87. ■ <b>diciéndole</b> ▲ (#28)		saying to her			
88. <b>dónde</b> (#421)		where			
89. <b>dos</b> ▲ (#56)		two			
90. <b>entiendo</b> (#203)		I understand			
91. ■ <b>eres</b> ▲ (#8)		you are			
92. <b>eso</b> ▲ (#63)		that			
93. ■ <b>estoy</b> ▲ (#17)		I am			
94. <b>fin</b> (#156)		end			
95. * <b>ganaste</b> (#286)		you won			

### COGNATES

<b>animales</b>	animals
<b>completamente</b>	completely
<b>eventualmente</b>	eventually
<b>imposible</b>	impossible
<b>imposiblemente</b>	impossibly
<b>no</b>	no, not
<b>rápidamente</b>	rapidly
<b>realmente</b>	really
<b>resolver</b>	to resolve
<b>ridículo</b>	ridiculous
<b>ruta</b>	route
<b>situación</b>	situation

# Versión una

Palabras claves: **liebre**

**tortuga**

**carrera**

**siguió caminando**

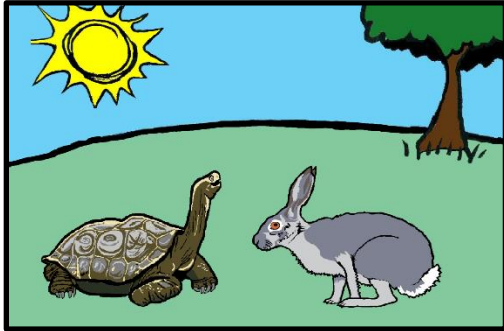
**ganó**

Otras palabras: decidieron correr corrió

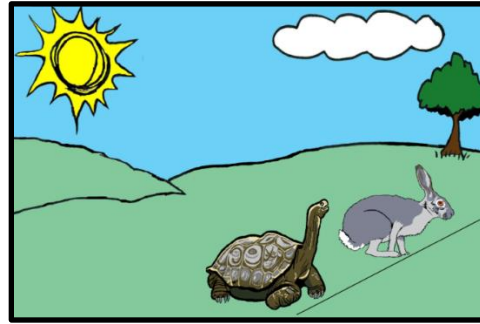
caminó

lentamente

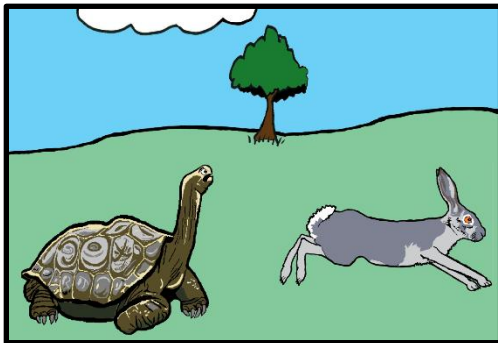
pero



Había una tortuga y una liebre.

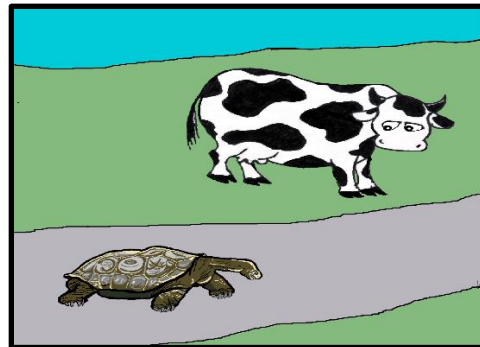


Ellas decidieron correr una carrera.

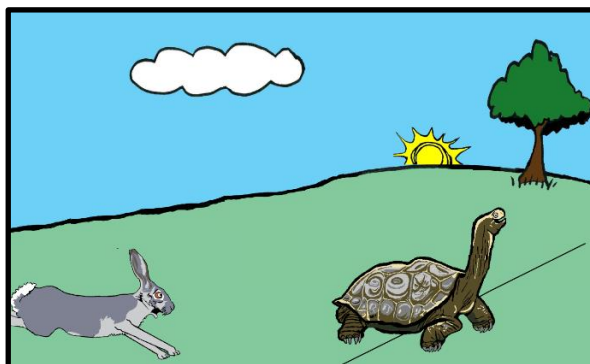


La liebre corrió rápido.

La tortuga caminó lentamente, pero...



... la tortuga siguió caminando.



¡Y La tortuga ganó la carrera!

(Continuará...)



# Versión dos

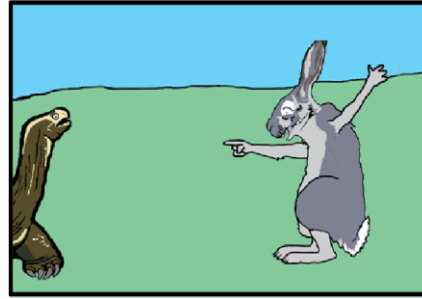
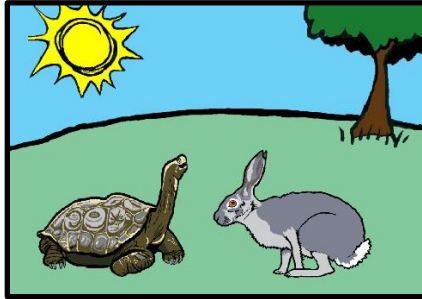
Palabras claves: **le decía**  
Otras palabras: le dijo

**no puedes ganar**  
siempre

**se reía**  
no entiendo

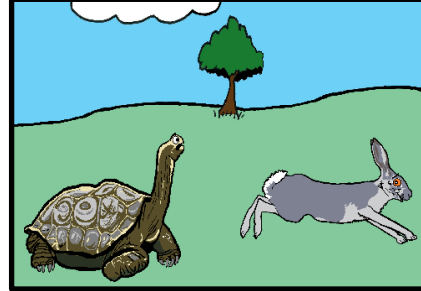
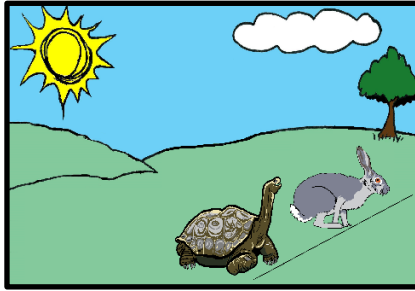
**se sentó**  
al final

**se acostó**



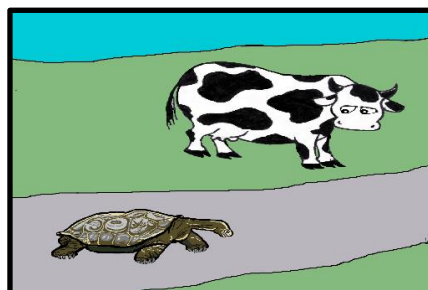
Había una tortuga y una liebre.  
La liebre siempre le decía a la tortuga:

—Soy más rápida que tú.  
No puedes ganarme. —Y se reía.



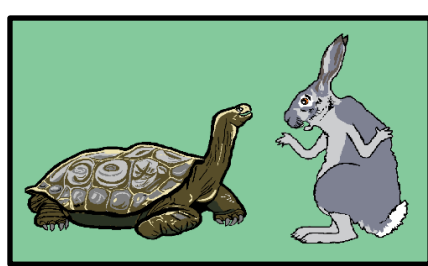
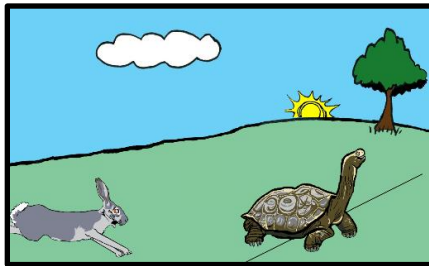
Ellas decidieron correr una carrera.

La liebre corrió rápido.  
Y la tortuga caminó lentamente.



Pero la liebre se sentó.

Y la tortuga siguió caminando.



¡Y al final la tortuga ganó la carrera! La liebre le dijo: —¡No entiendo!

(Continuará...)

## GLOSARIO

<b>A</b>		<b>por fin</b> <i>at last</i>		<b>Q</b>	
adelante	<i>ahead</i>	el final	<i>the end</i>	que	<i>that, tan</i>
para adelante	<i>forward, onward</i>	<b>G</b>		quien	<i>who</i>
ahora	<i>now</i>	ganar	<i>to win</i>	<b>R</b>	
amiga	<i>friend</i>	ganarme	<i>to beat me</i>	rápidamente	<i>quickly, fast</i>
animales	<i>animals</i>	ganaste	<i>did you win / you won</i>	rápido	<i>fast</i>
al lado de	<i>beside</i>	gané	<i>I won</i>	realmente	<i>really</i>
así que	<i>so</i>	ganó	<i>won</i>	se reía de	<i>would laugh at / laughed at</i>
para atrás	<i>behind</i>	gato	<i>cat</i>	de repente	<i>all of a sudden</i>
aunque	<i>although</i>	<b>H</b>		resolver	<i>to solve</i>
<b>C</b>		había una vez	<i>once upon a time</i>	ruta	<i>route</i>
cada vez	<i>each time</i>	hablaban	<i>they used to talk</i>	<b>S</b>	
caminando	<i>walking</i>	horas	<i>hours</i>	sabia	<i>I knew</i>
caminar	<i>to walk</i>	<b>I</b>		se despertó	<i>woke up</i>
el camino	<i>the road</i>	iba	<i>was going</i>	se dijo	<i>said to herself</i>
caminó	<i>walked</i>	imposible	<i>impossible</i>	se durmió	<i>fell asleep</i>
carrera	<i>a race</i>	increíblemente	<i>incredibly</i>	se reía de	<i>would laugh at / laughed at</i>
comenzó	<i>started, began</i>	<b>L</b>		se sentó	<i>sat down</i>
como	<i>like</i>	al lado de	<i>beside</i>	se va	<i>one goes</i>
cómo	<i>how</i>	le	<i>at/to her</i>	sé	<i>I know</i>
con	<i>with</i>	le dijo	<i>said to her</i>	seguía	<i>kept on</i>
continuará	<i>it will continue</i>	lejos	<i>far</i>	sentarme	<i>to sit myself down</i>
correr	<i>to run</i>	lentamente	<i>slowly</i>	sí	<i>yes</i>
corrí	<i>I ran</i>	liebre	<i>hare</i>	siempre	<i>always</i>
corriendo	<i>running</i>	llegó	<i>arrived</i>	siesta	<i>nap</i>
corrió	<i>ran</i>	lugar	<i>place</i>	siguió	<i>kept on, continued to</i>
creerlo	<i>to believe it</i>	<b>M</b>		siguió caminando	<i>kept on walking</i>
cuando	<i>when</i>	más	<i>more</i>	sin	<i>without</i>
<b>D</b>		mi	<i>my</i>	situación	<i>situation</i>
de repente	<i>all of a sudden</i>	moraleja	<i>moral</i>	sobre	<i>about</i>
le decía	<i>said to her</i>	mucho	<i>a lot</i>	solo	<i>only, just</i>
decidieron	<i>they decided</i>	<b>N</b>		sonreía	<i>would smile / smiled</i>
dejó	<i>left (something behind)</i>	nada	<i>nothing, not anything</i>	le sonrió	<i>smiled at him</i>
se despertó	<i>woke up</i>	necesito	<i>I need</i>	soy	<i>I am</i>
después de correr	<i>after running</i>	no	<i>no</i>	su	<i>her</i>
día	<i>day</i>	nunca	<i>never</i>	<b>T</b>	
diciendo	<i>saying, telling</i>	<b>P</b>		también	<i>also</i>
diciéndole	<i>telling her</i>	para	<i>in order to, for</i>	tan	<i>so</i>
dijo	<i>said</i>	para adelante	<i>forward</i>	tiempo	<i>time</i>
le dijo	<i>said to her</i>	para atrás	<i>behind</i>	todavía	<i>still</i>
se dijo	<i>said to herself</i>	pero	<i>but</i>	todo	<i>all</i>
dónde	<i>where</i>	perro	<i>dog</i>	tortuga	<i>tortoise</i>
dos	<i>two</i>	poco	<i>a little</i>	tú	<i>you</i>
estaba durmiendo	<i>was sleeping</i>	podía	<i>she could</i>	<b>V</b>	
se durmió	<i>fell asleep</i>	por	<i>for</i>	se va	<i>one goes</i>
<b>E</b>		por eso	<i>for this reason</i>	ver	<i>to see</i>
ella	<i>she</i>	por fin	<i>finally</i>	cada vez	<i>each time</i>
en	<i>in</i>	por qué	<i>why</i>	había una vez	<i>once upon a time</i>
entiendo	<i>I understand</i>	porque	<i>because</i>	vio	<i>saw</i>
era	<i>was</i>	primero	<i>first</i>	voy	<i>I am going</i>
eres	<i>you are</i>	propia	<i>own</i>	voy a sentarme	<i>I'm going to sit down</i>
estaba	<i>was</i>	no pudo	<i>couldn't</i>	<b>Y</b>	
estoy	<i>I am</i>	puedes	<i>you can</i>	y	<i>and</i>
eventualmente	<i>eventually</i>	puedo	<i>I can</i>	yo	

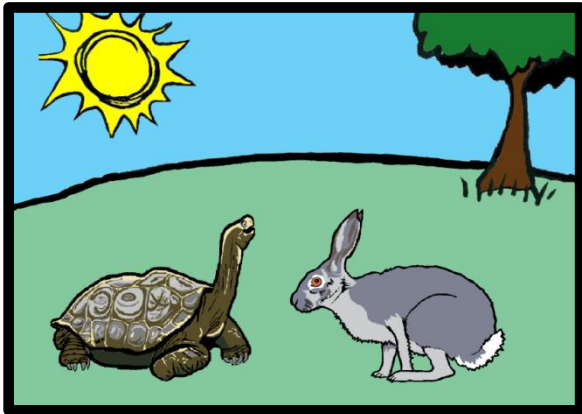
# LA TORTUGA Y LA LIEBRE

Contar el cuento con dibujos

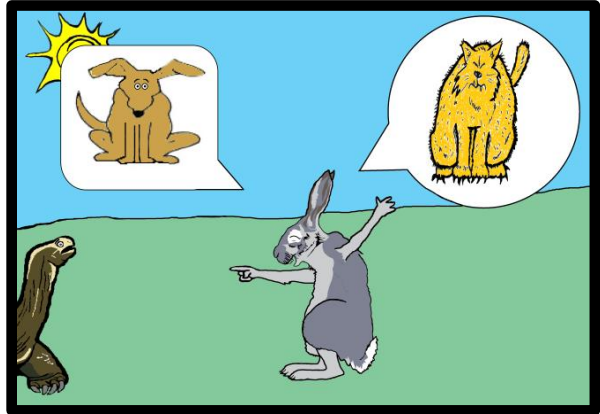
*Storyboard for Retelling*

Instrucciones: Contar el cuento en español con detalles.

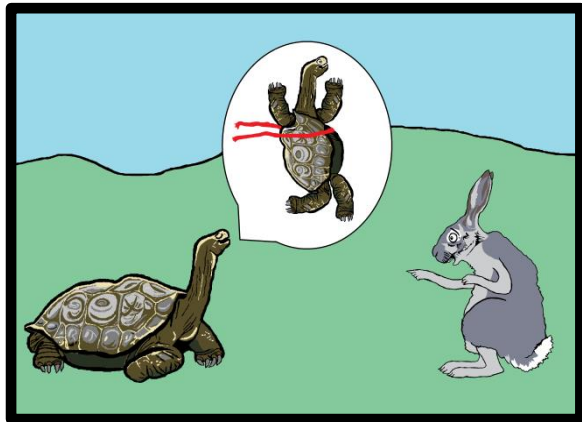
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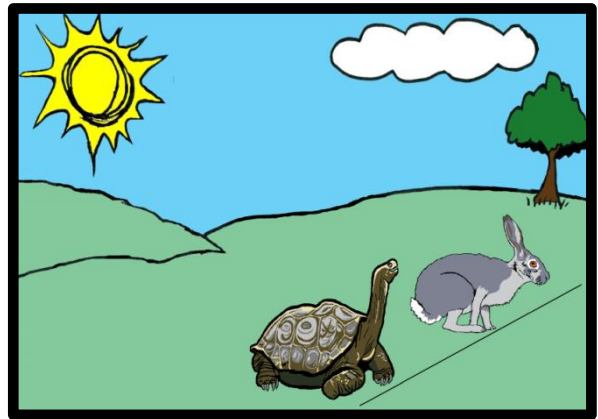
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3

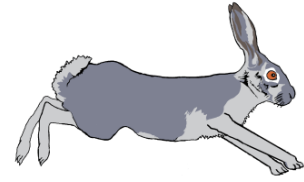


4

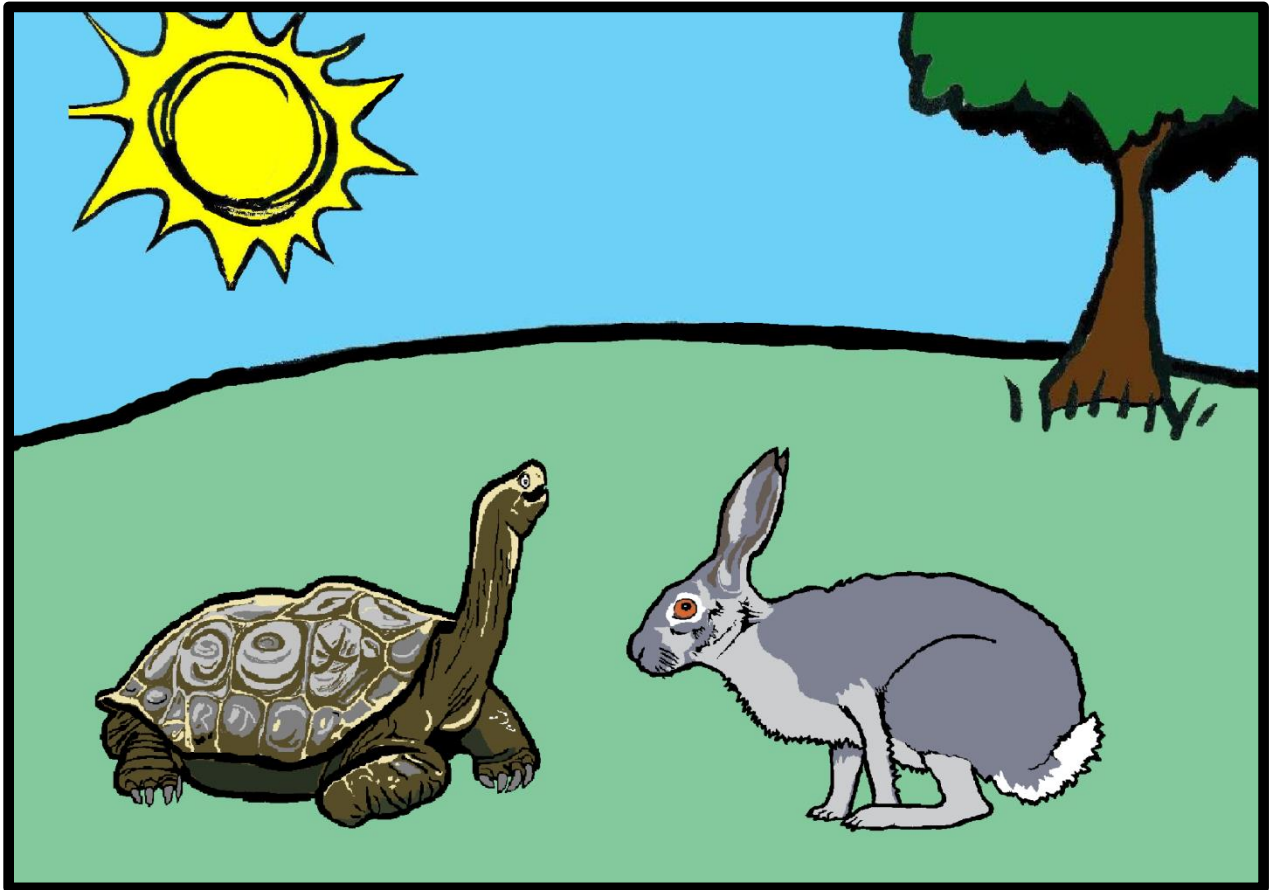




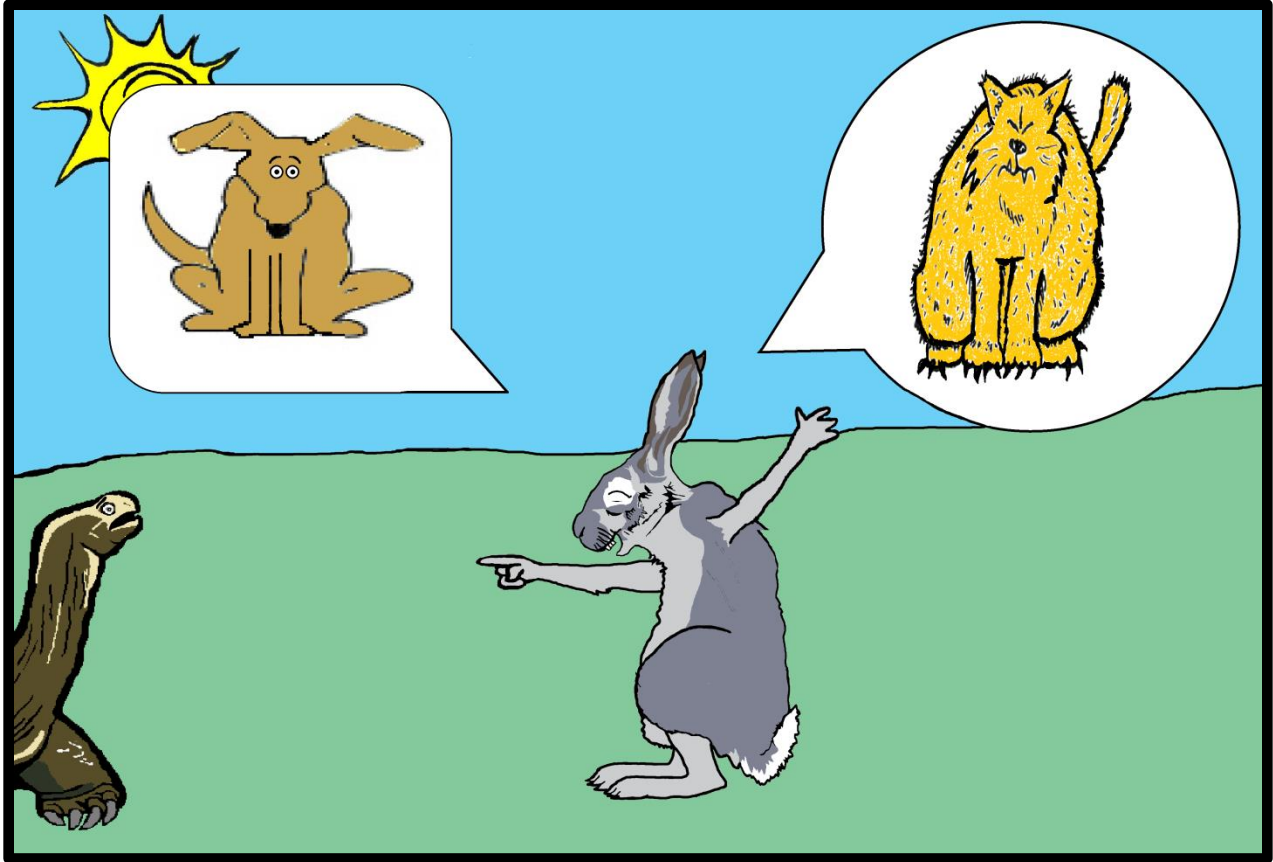
# The Tortoise and the Hare



Aesop's Fable, Re-written and illustrated by Bryce Hedstrom  
For Nora



Once there were two friends, and tortoise and a hare.  
The tortoise and the hare always talked about who was  
faster. The hare, which was one of the fastest of all the  
animals, would always say to her friend:



“I am faster than the dog. I am faster than the cat. And I am much faster than you, my friend. There is no way you can beat me in a race. It is impossible!”

And she would laugh at the tortoise.

