

ANANSI GOES TO LUNCH

First Grade

Outcome:

Students will demonstrate an understanding of the story through discussion, phonics, reading, writing, drawing, and public speaking.

Overview:

Students will read and explore a folktale from West Africa while utilizing multidisciplinary connections in language arts, dramatic arts, and art.

Materials:

Book, *Anansi Goes to Lunch*

World map or globe

Pencils

Lined paper

Markers or crayons

Blackboard or Whiteboard

String cut into 12-inch lengths (1 per student)

Small sturdy cardboard rolls, such as rolls from toilet paper (1 per student)

Tempera paint

White glue

Paint brushes

Unlined paper

Scissors

Paper bowls for glue

One 8-inch square of cardboard per student

One 6-foot length of black string or yarn per student

Tape

Optional:

Hamilton, Martha and Weiss, Mitch. "Turtle Returns a Favor." *Through the Grapevine*. Little Rock: August House 2001. 82-85.

Forest, Heather. "Blinded by Greed." *Wisdom Tales From Around the World*. Little Rock: August House 1996. 29.

Assessment Tools:

"Consonant Blends" worksheet

"Beginning Consonants" worksheet

"Rhyming Words" worksheets A and B

"ABC Order" worksheet

"Spider Shape Poem" worksheet

"Adding Foods" worksheet

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INSTRUCTIONAL PLAN

Introduction:

Materials:

Paper

Crayons

Directions:

- Teacher asks students:
 - What the word ‘greed’ means. (An excessive desire, especially for food or wealth.)
 - If they have ever been greedy.
 - If they know any stories about greedy people or animals.
 - What the following sayings mean:
 - You want to have your cake and eat it, too.
 - Give him an inch and he’ll take a yard.
- Teacher tells the students the following African proverb: “There’s enough in the world for everyone’s need, but not enough for everyone’s greed.”
- Teacher asks students to illustrate the proverb.
- Students share their drawings with the class.

Teacher Reads the Story:

Materials:

Book, *Anansi Goes to Lunch*

World map or globe

Directions:

Teacher:

1. Tells students that they’re going to listen to a story about a famous spider from Africa named Anansi. (“Ah-*nahn*-see”)
2. Shows Africa on world map or globe.
3. Asks students if they have heard any other stories about Anansi.
4. Tells students that although Anansi is a spider, he may not look like a familiar spider.
5. Tells students to look carefully at the illustrations for clues that Anansi is a spider.
6. Distributes books so that students can follow along or take turns reading pages aloud.

Discussion Questions for Assessing Students’ Comprehension:

- Where does the story take place? How do you know?
- Who is the main character?
- What kind of creature is Anansi?
- Who is the first animal that Anansi met on the way to the market?
- What does Hippo ask Anansi?
- How does Anansi respond?
- What kind of food is Hippo serving at his lunch party?
- What does Anansi pull out of his pocket?

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Discussion Questions for Assessing Students' Comprehension cont.:

- What does Anansi do with the string?
- Anansi said that he would 'bring his appetite.' What does that mean?
- Anansi's 'mouth watered' when he thought about the African food. What does that mean?
- Who is the second animal that Anansi met?
- What does Elephant ask Anansi?
- What does Anansi say? What would have been a polite answer?
- Have you ever been invited to several events on the same day at the same time? What did you do?
- What kind of food was Elephant having at his house?
- What did Anansi tell Elephant to do when the food was ready?
- Who was the third animal that Anansi met?
- What kind of food was Zebra serving for lunch?
- What did Anansi do with the string?
- What happened when the string was first pulled?
- What happened when the string was pulled in three different directions?
- What happened to Anansi's waist?
- What lesson did Anansi learn? How can you apply that lesson to your life?
- What do you think Anansi did the next time he had two or more invitations at the same time?
- Why is greed a big part of this story?

Phonics:

• **Consonant Blends**

Materials:

"Consonant Blends" worksheet

Pencils

Directions:

Students draw a line from the picture to the blend that begins the word.

String	sp
Drum	fl
Spider	str
Star	gl
Flower	st
Globe	dr
Snake	sp
Spaghetti	sn

• **Beginning Consonants**

Materials:

"Beginning Consonants" worksheet

Pencils

Directions:

Students look at each picture and say each word. Students fill in the missing beginning consonant for each word.

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Language Arts:

• Rhyming Words

An activity for differentiated learning

Materials:

“Rhyming Words” worksheets A and B

Pencils

Lined paper

Directions:

Teacher divides the class into three groups.

- Group A: Students complete “Rhyming Words” worksheet A. Students say each pair of words aloud. Students circle each pair that rhymes.

run	way	do	soon	string
fun	day	go	moon	ring
shop	come	back	bags	drool
pop	came	sack	begs	fool
home	pull	same	food	saw
hem	bull	came	fed	paw

- Group B: Students complete “Rhyming Words” worksheet B. Students say each pair of words aloud. Students circle each pair that rhymes.

food	shop	work	mouse	meal
mood	pop	walk	house	seal
do	food	roast	lunch	run
go	fed	toast	bunch	ran
nice	soon	friend	mouth	bags
rice	moon	send	south	begs
beans	pull	one	string	drool
jeans	bull	won	ring	fool
back	big	come	home	saw
sack	bug	came	hem	paw

- Group C: Students complete “Rhyming Words” worksheet B. Students write three sentences using at least one pair of rhyming words in each sentence.

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Language Arts cont.:

• **ABC Order**

Materials:

“ABC Order” worksheet

Pencils

Directions:

Students write the list of story words (Hippo, Zebra, Elephant, string, pizza, vegetables, rice, beans) in alphabetical order.

• **African Proverbs**

Materials:

Paper

Markers or crayons

Directions:

- Teacher informs students that proverbs are a way that African people (and people from many countries) teach lessons to their children.
- Teacher discusses the meanings of the following proverbs with students:
African Proverbs:
 - No one can perform a celebration by himself.
 - A ripe melon falls by itself.
 - Having a good discussion is like having riches.
 - When the drum beat changes, the dance changes.
 - Do not look where you fell but where you slipped.
 - Even the highest eagle comes down from the treetops to rest.
 - It takes an entire village to raise a child.
- Students each choose a proverb to illustrate.
- Students show their illustrations to the class and classmates try to guess which proverb they illustrated.
- Teacher tells students that African art often teaches a lesson and that by drawing these illustrations, they have created African art.

• **Spider Shape Poems**

Materials:

“Spider Shape Poem” worksheet

Pencils

Blackboard or Whiteboard

Directions:

Teacher:

- Asks students to think of words that describe spiders (adjectives and verbs). Teacher writes these words on the board.
- Tells students to write the word “spider” in the center of the spider’s body.
- Tells students to write one descriptive word about spiders on each spider leg.

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Math:

- **Adding**

Materials:

“Adding Foods” worksheet

Pencils

Directions:

- Teacher tells students that Anansi went to the market to get fruits and vegetables for dinner.
- Students look at the Market price list and add the cost of each item to find out how much Anansi spent at the market.

Dramatic Arts:

- **Create a “Pourquoi” Story**

Directions:

- Teacher informs students that they are going to be creating pourquoi (“pour *kwa*”) stories. These stories answer the questions how and why. Pourquoi stories explain why an animal, plant, or natural object looks or acts the way that it does.
- Asks what the story, *Anansi Goes to Lunch* explains. (tells why a spider has a small waist)
- Teacher divides the class into small groups and tells students to choose a topic for their pourquoi stories and to create a skit to show to the class.

Possible topics:

- Why a spider has 8 legs
- Why spiders weave such intricate webs
- Why zebras have stripes
- How elephants got their long trunks
- Why a cat’s eyes glow in the dark
- Why roses have thorns
- How giraffes got their long necks
- Why dogs chase cats

Art:

- **String Prints**

Materials:

One 12-inch length of string per student

Small sturdy cardboard rolls (such as rolls from toilet paper)

Tempera paint

White glue

Paint brushes

Paper

Scissors

Paper bowls for glue

Directions:

Students:

1. Dip yarn into bowl of glue.
2. Wrap glue covered string onto cardboard tube. Press string so that it sticks to tube.

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Art cont.:

String Prints cont.

3. Stand tube on its end and allow it to dry.
4. Using a paintbrush, paint the yarn so that it is covered with paint.
5. Roll the painted roller on paper to make a design.

• **Cardboard Spider Webs**

Materials:

One 8-inch square of cardboard per student

One 6-foot length of black string or yarn per student

Scissors

Tape

Directions:

Students:

1. Cut slits $\frac{1}{2}$ inch deep around the sides of the cardboard about two inches apart.
2. Tape a piece of string onto the back of each card.
3. Pull the string through one slit.
4. Cross the string over the front of the square and feed it through a slit. Repeat again and again.
5. Continue to weave the string until it looks like a spider web.
6. Tape the loose end of the string to the back of the cardboard.

Extension Activities:

• **Compare and Contrast**

- Teacher reads “Turtle Returns a Favor” on pages 82- 85 in *Through the Grapevine* by Martha Hamilton and Mitch Weiss. This is another tale that tells of Anansi’s greed. Although it is the custom of his people to never turn a visitor away, Anansi didn’t want to share his dinner with Turtle, who had come to visit him. Anansi shows his trickster side as he avoids sharing with Turtle. Turtle tricks Anansi and shows him what it’s like to go home hungry. Compare and contrast the two Anansi tales of the Ashanti (Ah-*shan*-tee) people of Ghana.
- Teacher reads “Blinded by Greed” on page 29 in *Wisdom Tales from Around the World* by Heather Forest. This Taoist parable tells of a thief who is blinded by his greed and could not see that he was making a bad decision. Compare the concept of greed in this tale and in *Anansi Goes to Lunch*.

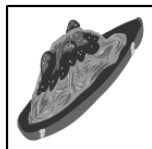
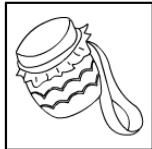
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Name _____ Date _____

Consonant Blends

Directions: Draw a line from the picture to the blend that begins the word.



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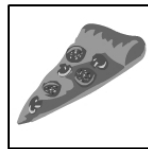
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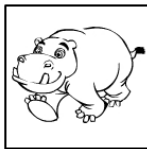
Name _____ Date _____

Beginning Consonants

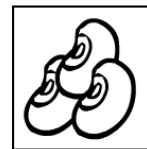
Directions: Look at each picture. Say each word. Fill in the missing beginning consonants for each word.



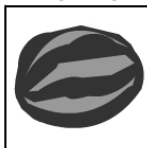
__izza



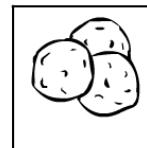
__ippo



__eans



__elon



__eatballs



__ebra



__ot dog



__ie

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Name _____ Date _____

Rhyming Words

Worksheet A

Directions: Say each pair of words aloud. Circle each pair that rhymes.

run
fun

way
day

do
go

soon
moon

string
ring

shop
pop

come
came

back
sack

bags
begs

drool
fool

home
hem

pull
bull

same
came

food
fed

saw
paw

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Name _____ Date _____

Rhyming Words

Worksheet B

Directions: Say each pair of words aloud. Circle each pair that rhymes.

food
mood

shop
pop

work
walk

mouse
house

meal
seal

do
go

food
fed

roast
toast

lunch
bunch

run
ran

nice
rice

soon
moon

friend
send

mouth
south

bags
begs

beans
jeans

pull
bull

one
won

string
ring

drool
fool

back
sack

big
bug

come
came

home
hem

saw
paw

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Name _____ Date _____

ABC Order

Directions: Write the list of story words in alphabetical order.

Hippo

Zebra

Elephant

string

pizza

vegetables

rice

beans

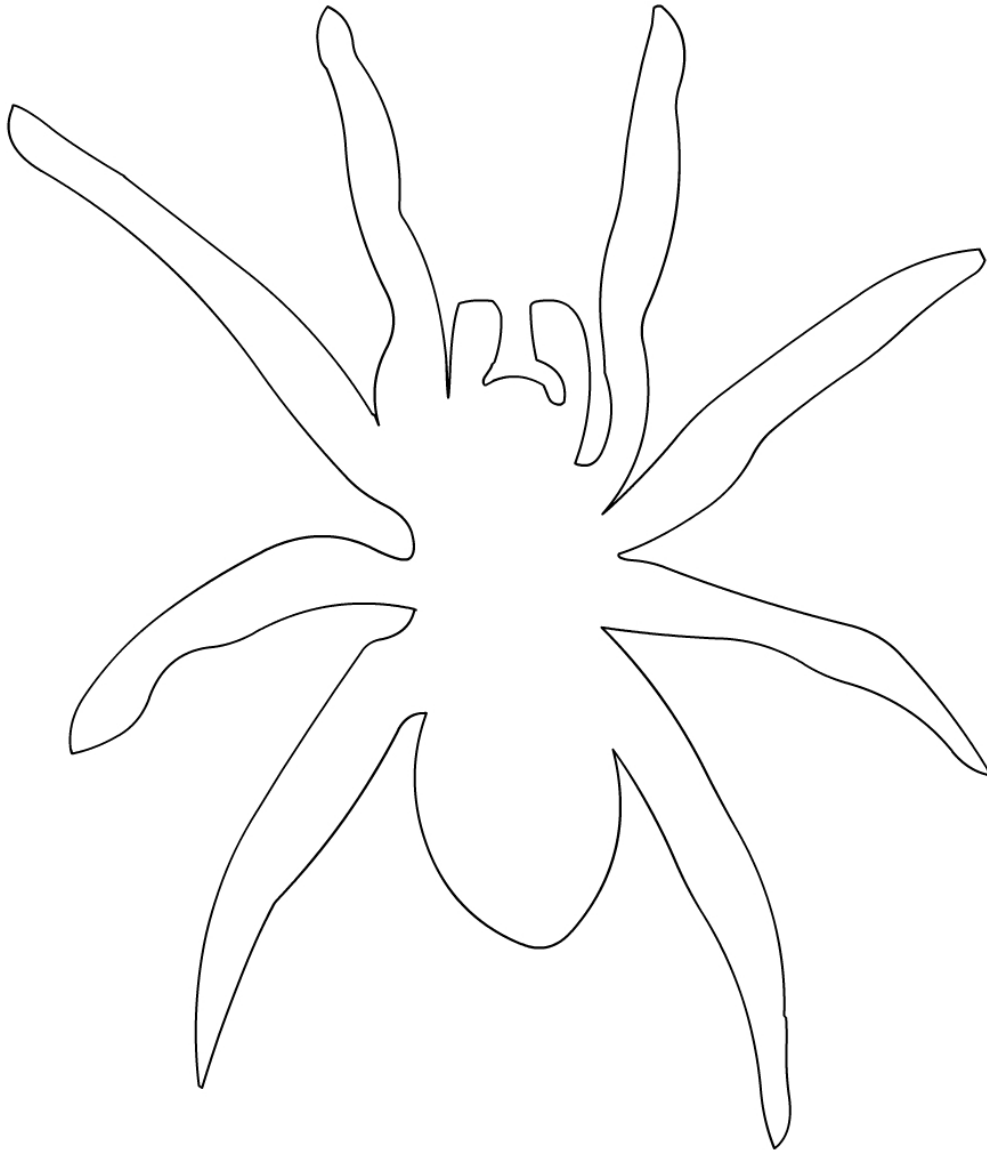
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Name _____ Date _____

Spider Shape Poem

Directions: Write "spider" in the center of the spider's body. Write one word that describe spiders on each of the spider's legs.




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Name _____ Date _____

Adding Foods

Directions: Anansi went to the market to get fruits and vegetables for dinner. Look at the Market price list and add the cost of each item to find out how much Anansi spent at the market.

 Squash \$1	 Tomatoes \$1	 Yam \$3	 Melon \$2	 Pineapple \$3	 Bunch Bananas \$3
---	---	--	--	--	--

$$\text{Squash} + \text{Melon} + \text{Yam} = \$ \underline{\hspace{2cm}}$$

$$\text{Pineapple} + \text{Pineapple} + \text{Tomatoes} = \$ \underline{\hspace{2cm}}$$

$$\text{Bunch Bananas} + \text{Melon} + \text{Pineapple} = \$ \underline{\hspace{2cm}}$$

$$\text{Squash} + \text{Yam} + \text{Melon} + \text{Bunch Bananas} = \$ \underline{\hspace{2cm}}$$

$$\text{Pineapple} + \text{Bunch Bananas} + \text{Melon} + \text{Squash} = \$ \underline{\hspace{2cm}}$$