

ANANSI AND THE POT OF BEANS

By Bobby and Sherry Norfolk

Kindergarten

Outcome:

Students will demonstrate an understanding of the story through the use of reading, writing, discussion, phonics, counting, storytelling, and following directions.

Overview:

Students will read and explore a folktale, while utilizing interdisciplinary connections in language arts, math, science, art, and cooking.

Materials:

Book, Anansi and the Pot of Beans

Blackboard or Whiteboard, Post-it notes, map or globe

Pencil, scissors, white chalk, large ball of yarn

Science: Lima bean seeds, glass, pencil, paper, magnifying glass, paper towels

Art: 1 heavy plain paper plate per student, black poster paint, paintbrushes, white yarn, scissors, white glue, black and yellow construction paper, black marker, 4 (6 inch) twist ties per student, white paper, white crayons (or pieces of paraffin), watercolor paints, paint brushes, water

Cooking: 2 round cookies (gingersnaps or chocolate wafers) per student, chocolate frosting, bow tie pretzels, chocolate frosting, mini “M& M” (or similar) candies, plastic knives, napkins.

Optional: The Clever Monkey (Rob Cleveland, August House 2006)

Assessment Tools:

Pot Phonics Worksheet A

Pot Phonics Worksheet B

Copying Sentences worksheet

S Phonics worksheet

Adding Spiders worksheet

INSTRUCTIONAL PLAN

Introduction:

- Distribute a “Post-it note” to each child and asks them to write their name on it.
- Write the word **yes** on the blackboard, at a height students can reach.
- Write the word **no** under the word **yes** on the board.
- Ask students if they like spiders.
- One at a time, each child places his name next to the word **yes**, if he likes spiders, or posts his name next to the word **no** if he does not like spiders.
- Students are creating a horizontal bar graph with these Post-it notes.
- As a group, class counts the **yes** and **no** responses and analyzes the graph.

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Introduction cont.:

- Teacher then re-arranges the graph by placing YES and NO in column format on the board.
- Ask students to post their notes again, with teacher assistance since the words will be out of their reach. This time, they are creating a vertical graph. Compare the two types of graphs.
- Students share why they like or dislike spiders.
- Teacher asks students to describe spider webs.
- Ask students how a spider web is made.
- Teacher informs students that:
 - All spiders capture other animals for food.
 - Some spiders depend on their webs to capture their prey.
 - Different types of spiders spin different types of webs.
 - Grass spiders make funnel-shaped webs in tall grass.
 - Purseweb spiders spin a tube-shaped web under stones or along the sides of trees.
 - The garden spider is an orb weaver. It spins a wheel-shaped web.
 - Spiders make their webs at night, relying mostly on the sense of touch.
- Demonstrate by drawing each step on the board:
 - First the spider spins a line across an open space and attaches it to a wall, a twig, or another object.
 - The spider then makes other guidelines until it has formed a square or triangle which is secured to objects at the corners.
 - The spider weaves a wheel with many spokes.
 - The spider then lays down sticky silk that traps insects. Up to this point, the web is made of firm, dry silk.
 - To finish, the spider spins a zigzag band of silk in the center of the web.
- Ask students why a spider does not get stuck in its own web.
 - The spider runs along its web on the dry silk threads. It avoids the sticky ones. The spider's feet are oily. This keeps them from sticking.
- Tell students they are going to read a story about a well-known spider from Africa, Anansi (Ah-non-see).
- Teacher gives each student a copy of Anansi and the Pot of Beans.
- Teacher introduces book by reading title, authors, and illustrator.
- Teacher reads story as class follows along in their books.

Discussion Questions to Assess Comprehension:

- What kind of creature is Anansi?
- Who did Anansi go to visit?
- What job did Anansi do for Grandma Spider?
- What did Grandma make for Anansi to drink?
- What did Grandma make for Anansi to eat?
- Why did Anansi go into the kitchen when Grandma went out?
- What did he do in the kitchen?
- If Grandma came home, what might she say?

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Discussion Questions to Assess Comprehension cont.:

- Why did Anansi put the beans in his hat?
- Why did the neighbors come in?
- What happened to Anansi when he put his hat back on?

Language Arts:

Spinning a Story:

- Teacher informs class: Anansi and the Pot of Beans is a story from Africa. The character of a spider is very important in African folktales. The spider is a spinner of stories.
- Tell students the class is going to take turns and spin a tale together.
- Teacher starts a story and each child in turn adds to the story.
- When the story is complete, students take turns re-telling the story, recalling as many details as possible.
- Students spread out in different positions in the room.
- Teacher starts another tale in the same fashion and this time, teacher holds the end of a ball of yarn and tosses the ball to the next person, who adds to the story.
- That student holds on to part of the yarn and tosses the ball to the next person.
- When the story is completed, the class will have spun a tale and spun a web at the same time.
- Class can tell another story in reverse order to unwind the web.

Following Directions:

- Teacher takes class outside to a blacktop area.
- Draw a large spider web design with white chalk.
- Students pretend that they are spiders spinning a web.
- Teacher gives students directions to follow as they walk the design of the web.
 - Walk straight ahead.
 - Turn to the right and go straight ahead.
 - Walk back along the same thread and turn left.
 - Can combine one step and two step directions.

Phonics:

An activity for differentiated learning

- Pot Phonics worksheets
- Copying Sentences worksheet

Materials: scissors, pencil, lined paper

- Group A: Complete Pot Phonics Worksheet A

Directions: Cut out the pot, the letter strip, and the slits in the pot. Feed the letter strip into the slits in the pot. Practice with a partner reading the /ot/ family words created by pulling the strip through the opening.

- Group B: Complete Pot Phonics Worksheet B. Copy all of the words on lined paper.
- Group C: Complete Pot Phonics Worksheet B. Copy all of the words on lined paper. Complete Copying Sentences worksheet.

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Phonics cont.:

Copying Sentences worksheet

Directions: Copy these sentences. Read the sentences to the teacher in unison.

1. The beans are in the pot.
2. The beans are hot.
3. The beans are in the hat.
4. The birds flew in.
5. He did a dance.

- S Phonics worksheet

Directions: Circle the words that start with the letter s.

Worksheet has pictures of the following:

spider, pot, bird, hat, sun, steam, spoon, tree, spices

Math:

Adding Spiders worksheet

Worksheet has pictures of spiders depicting these addition problems:

- 1 + 2
- 2 + 2
- 3 + 2
- 3 + 3
- 4 + 4
- 5 + 1

Science:

Seed Exploration

Materials: Lima bean seeds, glass, pencil, paper, magnifying glass, paper towels

Directions:

- Arrange 6 dry beans on a piece of paper.
- With a pencil, trace around the outside of the beans.
- Label the tracings, “dry beans.”
- Soak 6 bean seeds in a glass of water overnight. Dry the seeds.
- Arrange soaked seeds and trace around them.
- Label the tracings, “wet beans”
- Which is bigger, the dry beans or the wet beans? Why?
- Open a bean by carefully peeling away the bean’s seed coat (skin). Separate the two halves of the seed.
- Look for a tiny plant curled up.
- Use a magnifying glass to examine the plant.

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Art:

• Making a Spider and Web

Materials: 1 heavy plain paper plate per student, scissors, black poster paint, paintbrushes, white yarn, white glue, black and yellow construction paper, black marker, 4 (six inch) twist ties per student

Web directions:

1. Cut several small slits, evenly spaced, around the edge of a paper plate.
2. Paint the plate black.
3. Wrap white yarn around the plate to form a spider web. Secure it in the slits around the edge.
4. On the top and bottom of each plate, leave about 10 inches of yarn hanging off.
5. Tie a loop in one end, for hanging.
6. The other end should hang down. It is where a spider can be attached.

Spider directions:

1. Cut 2 (2-inch) size circles out of black construction paper.*
2. Cover 1 circle with glue.
3. Place 4 twist ties across the circle so that they stick out on each side of the circle to form the spider's legs.
4. Cover the glued circle with the other circle.
5. Bend the twist ties to form the spider's legs and feet.
6. Make eyes by cutting very small circles from the yellow construction paper. Draw a dot in the center of each eye with a black marker.
7. Put the loose end of the web's yarn between the 2 circles.
8. Allow glue to dry before hanging.

* If you cannot find 6-inch twist ties and use 4-inch twist ties, make the circles 1 inch to 1 ¼ inches large.

• Secret Spider Webs

Materials: white paper, white crayons (or pieces of paraffin), watercolor paints, paint-brushes, water

Directions:

1. Each student draws a type of spider web on the white paper with a white crayon or paraffin.
2. Students exchange papers with each other.
3. Students use watercolor paint and paintbrush to paint over these pictures.
4. The web will appear.
5. Students compare web designs.

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Cooking:

Spider Treats

Materials: 2 round cookies (gingersnaps or chocolate wafers) per student, chocolate frosting, bow tie pretzels, chocolate frosting, mini “M& M” (or similar) candies, plastic knives, napkins.

Directions:

1. Create curved spider legs by breaking bow tie pretzels.
2. Attach legs with chocolate frosting.
3. Spread a little more frosting on cookie and place second cookie on top.
4. Using the chocolate frosting as “glue”, attach mini “M & M’s in the front as eyes.

Extension Activity:

In Western Africa, stories about Anansi the Spider are very popular. In Western Africa and other parts of Africa (show on map or globe), stories about rabbits, turtles, and monkeys that outsmart larger animals around them are also well-known.

Read The Clever Monkey (Rob Cleveland, August House 2006)

Compare and contrast the behavior of the monkey with Anansi. Anansi and the monkey are tricksters. How do they trick the other creatures around them? Which character is more successful?

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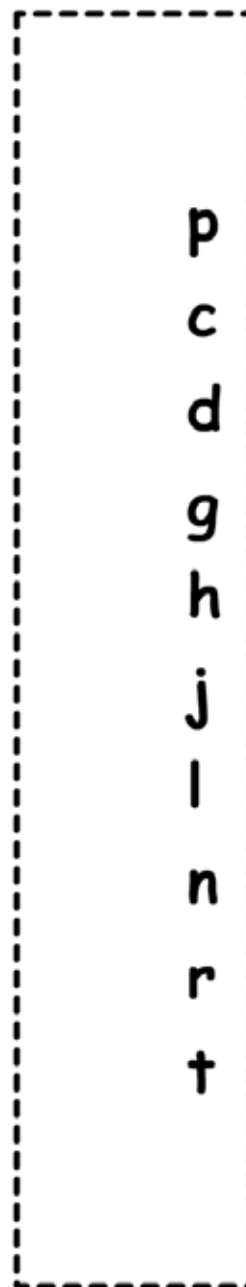
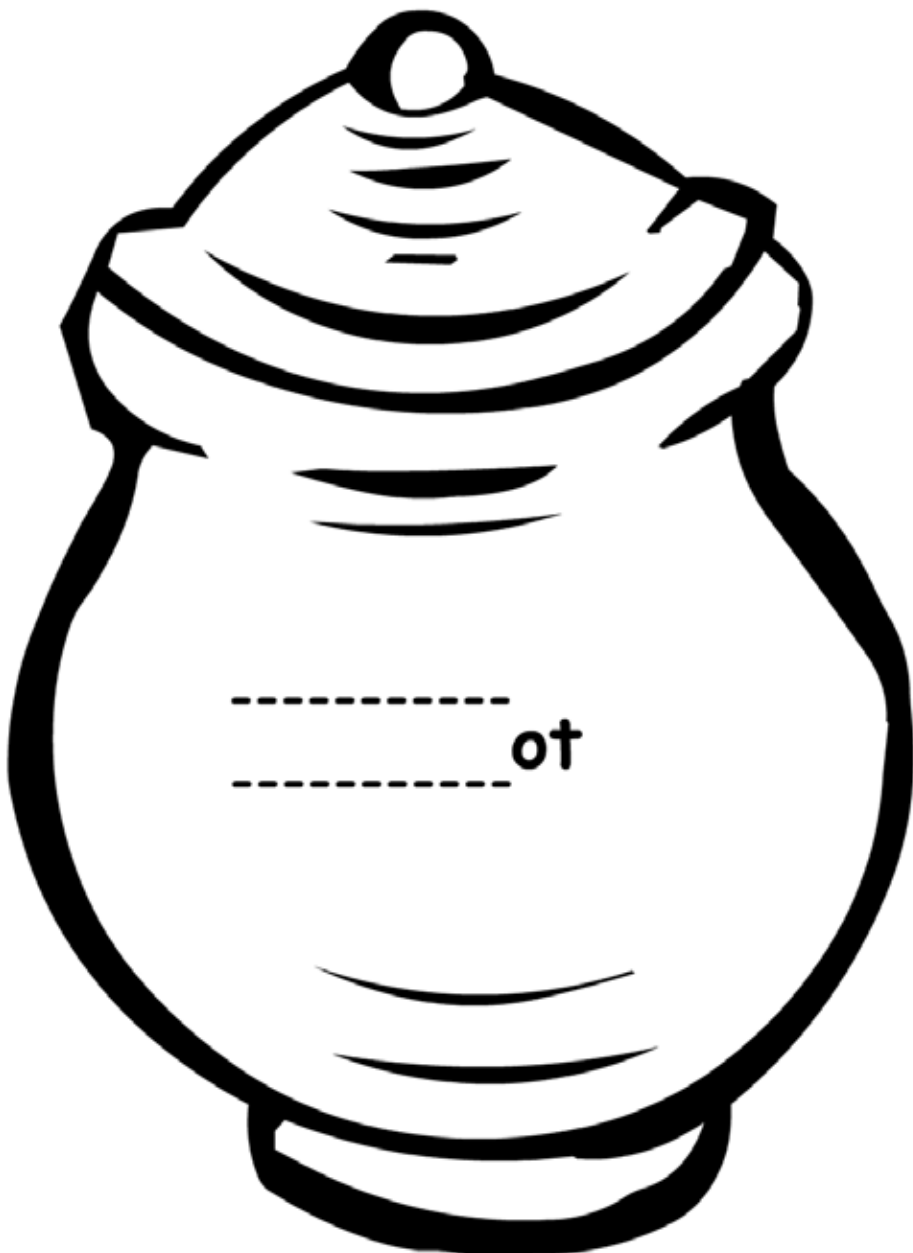
Kindergarten

Worksheet A

Name _____ Date _____

Pot Phonics

Directions: Cut out the pot, the letter strip, and the slits in the pot. Feed the letter strip into the slits in the pot. Practice with a partner reading the /ot/ family words created by pulling the slip through the opening.



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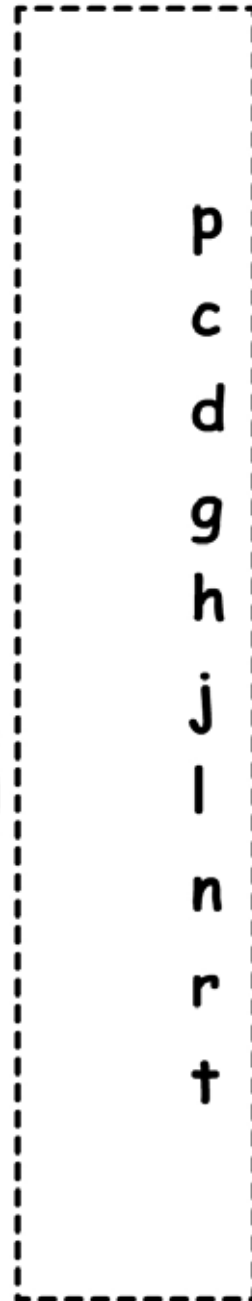
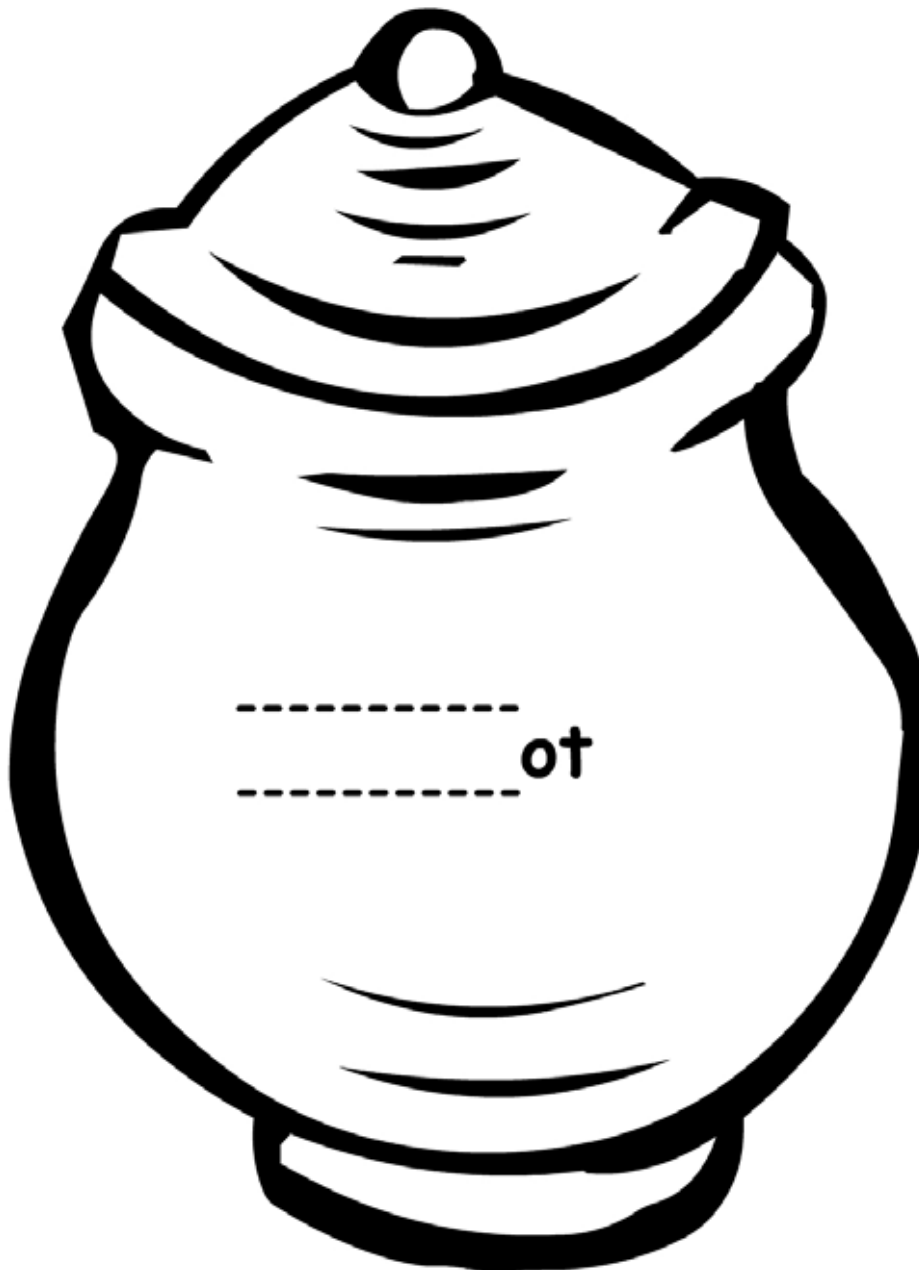
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Worksheet B

Name _____ Date _____

Pot Phonics

Directions: Cut out the pot, the letter strip, and the slits in the pot. Feed the letter strip into the slits in the pot. Practice with a partner reading the /ot/ family words created by pulling the slip through the opening. Copy all of the words on lined paper.



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Name _____ Date _____

Copying Sentences

Directions: Copy these sentences . Read the sentences to the teacher in unison.

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2. The beans are hot.

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4. The birds flew in.

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ANANSI AND THE POT OF BEANS

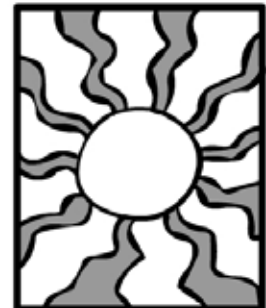
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Name _____ Date _____

S Phonics

Directions: Circle the words that start with the letter s.





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Name _____ Date _____

Adding Spiders

$1 + 2$  +  =

$2 + 2$  +  =

$3 + 2$  +  =

$3 + 3$  +  =

$4 + 4$  +  =

$5 + 1$  +  =

$7 + 1$  +  =