

ANANSI AND TURTLE GO TO DINNER

First Grade

Outcome:

Students will demonstrate an understanding of the story through discussion, reading, phonics, syntax, story mapping, comparing, summarizing, and drawing.

Overview:

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

Materials:

Book, *Anansi and Turtle Go to Dinner*
Large sheets of paper or poster board
Crayons or markers
Blackboard or Whiteboard
Lined paper
Unlined paper
Scissors
Pencils
World map or globe

Cooking Materials:

9 x 12-inch baking dish
Sharp knife
Tin foil
Large spoon
Oven
Pot holders
Paper plates
Napkins

Ingredients:

2 lbs Sweet Potatoes, peeled	1 ½ C Orange Juice
1 C Brown Sugar, firmly packed	½ TBL Wheat Germ
2 TBL Margarine	3 TBL Orange Peel, grated
2 tsp Cinnamon	½ tsp Nutmeg

Optional:

Computer with Internet access
Norfolk, Bobby and Sherry. *Anansi and the Pot of Beans*. Atlanta: August House, 2006.
Norfolk, Bobby. *Anansi Time*. Little Rock: August House Audio, 1999.

Assessment Tools:

“Cooking Words” worksheet
“Making Sentences” worksheet
“Story Map” worksheet
“Comparison Matrix” worksheet
“Vowel Puzzles” worksheet

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INSTRUCTIONAL PLAN

Introduction:

Directions:

Teacher:

- Explains that proverbs are well-known sayings that contain folk wisdom. They are short popular sayings that express an obvious truth. Proverbs are found in every culture. They are passed down from parents to children to teach lessons.
- Gives examples of popular proverbs with which students may be familiar (e.g. “The early bird gets the worm”) and discusses meanings. Teacher asks students to share proverbs that they know.
- Asks students if they have ever heard the saying, “What goes around, comes around.”
- Asks students what the proverb means.
- Asks students to give examples how the proverb relates to their own lives.

Teacher Reads the Story:

Materials:

Book, *Anansi and Turtle Go to Dinner*

Directions:

Teacher:

- Tells students they will be reading a story from Africa about a well-known spider named Anansi (Ah-*nahn*-see).
- Tells students that although Anansi is a spider, he does not always look like a spider.
- Distributes the books to the students. Students may follow along as teacher reads the story or students may each read one page aloud.

Questions for Assessing Students’ Comprehension:

- Who is this story about?
- Describe Anansi.
- Describe Turtle.
- Where does this story take place?
- What was Anansi doing when Turtle arrived?
- What is “the law of the jungle?”
- What did Anansi tell Turtle to do when they were sitting at the dinner table?
- What did Anansi do when Turtle left to wash his hands?
- What did Anansi have for dinner?
- What sounds did Anansi make as he ate quickly?
- Why did Anansi send Turtle off to wash his hands a second time?
- How did Turtle’s hands get dirty the second time?
- What did Turtle do to keep his hands clean?
- What did Anansi receive in the mail?

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Questions for Assessing Students' Comprehension cont.:

- Why was Anansi excited to go to Turtle's house for dinner?
- What problem did Anansi have getting to Turtle's house?
- How did Anansi solve the problem of getting to Turtle's house?
- How did Turtle trick Anansi?

Questions for Interpretation:

- How can you tell Anansi is a spider?
- How do you think Anansi felt when Turtle arrived at dinnertime?
- What do you think about "the law of the jungle?"
- How did Anansi know he would be able to eat a lot of food while Turtle was gone?
- What if Rabbit came to dinner? Would Anansi be able to eat a lot while Rabbit went to wash his hands? How is a rabbit different than a turtle?
- How did Anansi know that Turtle's hands would still be dirty when he returned to the table the first time?
- Describe Anansi's house.
- Describe Turtle's house.
- What lesson did Turtle teach Anansi?
- What did you learn from this story?
- Anansi said, "I guess my mama was right: What goes around comes around!" What did he mean?

Language Arts:

• **Story Retelling**

Materials:

Blackboard or Whiteboard

Directions:

Teacher:

- Writes the following story words and phrases on the board: Anansi, Turtle, law of the jungle, dinner, wash hands, slippers, food, Turtle's house, sink, float, jacket, and trick.
- Reviews the words with students.
- Asks students to retell the story using the words as a guide.

• **Cooking Words**

Materials:

"Cooking Words" worksheet

Pencils

Directions:

Anansi is cooking dinner. Draw an "X" on the word in each row that does not belong with the other words. On the bottom of the sheet, write five words about cooking or eating.

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Language Arts cont.:

• **Making Sentences**

An activity for differentiated learning

Materials:

“Making Sentences” worksheet

Lined paper

Scissors

Pencils

Directions:

Teacher divides the class into three groups.

- Group A: Work with the teacher to complete the “Making Sentences” worksheet.
Directions: Cut out each word on the dotted lines to create word cards. Use the word cards to make sentences. After you make a sentence, you may re-use the words in another sentence.
- Group B: Complete the “Making Sentences” worksheet individually.
- Group C: Complete the “Making Sentences” worksheet individually. Copy each sentence on a piece of lined paper. Remember to start each sentence with a capital letter and end with a period or question mark.
Possible sentences include:
Anansi did not want to share his dinner.
Did Anansi want to share his dinner?
The law of the jungle is to share.
Anansi tricked Turtle.
Anansi ate all the food.
Turtle tricked Anansi.
Anansi could not sink.
Could Anansi sink?

• **Story Map**

Materials:

“Story Map” worksheet

Pencils

Directions:

Teacher and students discuss the story elements found on the “Story Map” worksheet. Teacher helps students to complete the story map. Students fill in the characters, setting, rising action, resulting feelings, resulting action, and story ending.

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Language Arts cont.:

• Comparison Matrix

Materials:

“Comparison Matrix” worksheet

Pencils

Directions:

- Teacher explains that a comparison matrix can be used to compare the characters in the story as well as people and animals. The characters or people to be compared are the subjects. In this character matrix, there are four subjects: Anansi, Turtle, the student, and a subject of each student’s choice.
- Students write in a subject in the blank space provided on the “Comparison Matrix” worksheet. The subject can be a pet, favorite animal, or a person.
- Teacher and students read the phrases together. Teacher explains that if the phrase applies to a subject, the student will put a check mark in the box underneath the phrase and in that subject’s row.
- Teacher and students complete the comparison matrix together.
- Students create sentences using the comparison matrix to compare the subjects. (A spider has more than two feet, but I don’t.)

Phonics:

• Vowel Puzzles

Materials:

“Vowel Puzzles” worksheet

Pencils

Directions:

- Teacher reviews vowels with students.
- Using the “Vowel Puzzles” worksheet, students write a vowel in the middle of each puzzle that will complete a story word across and down.
- Teacher challenges students to add letters to the corner spaces to make words diagonally.

Drama:

Directions:

- Teacher explains that this story demonstrates the character traits of fairness, respect, and sharing.
- Teacher and students discuss the meaning of each word.
- Teacher divides the class into small groups.
- Each group creates a skit demonstrating one of the character values and presents the skit to the class.

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Art:

• **Make a Poster**

Materials:

Large sheets of paper or poster board

Crayons or markers

Directions:

Teacher:

- Reviews the definition of “the law of the jungle” with students.
- Instructs students to make a poster advertising “the law of the jungle.”

• **Discuss and Draw**

Materials:

Unlined paper

Markers or crayons

Directions:

- Teacher asks students what they think Anansi’s house looks like. Teacher instructs students to first use information gathered from the text and illustrations to describe the house. Teacher tells students to use their imaginations to describe other features or items they might find in Anansi’s house.
- Teacher asks students what they think Turtle’s house looks like. Teacher instructs students to first use information gathered from the text and illustrations to describe the house. Teacher tells students to use their imaginations to describe other features or items they might find in Turtle’s house.
- Teacher tells students to draw a detailed picture of either Anansi’s or Turtle’s house.
- Students show and describe their pictures to the class.

Cooking:

• **Sweet Potatoes with Orange Glaze** YIELD: 16 small servings

Activity Materials:

World map or globe

Cooking Materials:

9 x 12-inch baking dish

Sharp knife

Tin foil

Large spoon

Oven

Pot holders

Paper plates

Napkins

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Cooking cont.:

Sweet Potatoes with Orange Glaze cont.

Ingredients:

2 lbs Sweet Potatoes, peeled	1 ½ C Orange Juice
1 C Brown Sugar, firmly packed	½ TBL Wheat Germ
2 TBL Margarine	3 TBL Orange Peel, grated
2 tsp Cinnamon	½ tsp Nutmeg

Directions:

1. Pre-heat oven to 350 °.
 2. Peel sweet potatoes.
 3. Slice potatoes about 1/8" inch thick and spread evenly in baking dish.
 4. Add the rest of the ingredients to the baking pan.
 5. Bake 1 hour, until potatoes are tender.
- Teacher reviews what Anansi ate for dinner (yams, peanut soup, rice and beans, and meat).
 - Teacher explains that many people in the United States refer to sweet potatoes as yams. Although these two vegetables look alike and may be used interchangeably in recipes, they are not even related. Sweet potatoes are found mainly in America. Yams are found in Central and South America, Asia, and Africa. (Show locations on map or globe.) Since yams are difficult to find in the United States, sweet potatoes are substituted in this recipe.

Extensions:

• Opposite Words

Materials:

Paper

Markers

Directions:

Teacher:

- Asks students to provide opposite words for these story words:

dirty (clean)	cold (hot)
down (up)	hard (soft)
long (short)	bottom (top)
slow (fast)	in (out)
off (on)	big (little)
empty (full)	sink (float)
- Tells students to draw one pair of opposite words.

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Extensions:

• **Technology Connection**

Materials:

Computer with Internet access

Directions:

Students:

- Access www.storycove.com with help from the teacher.
- View the animation for *Anansi and Turtle Go to Dinner* narrated by one of the authors.
- Think about how the storyteller uses his voice to convey emotions throughout the story.
 - How does the storyteller's voice change when Anansi is talking?
 - How does the storyteller's voice change when Turtle is talking?
- Explore the animations and activities for other Anansi stories on www.storycove.com.
- Think about how Anansi is similar and different in each story.
- Explore the animations and activities for other stories on www.storycove.com.

• **Compare and Contrast**

Materials:

Book, *Anansi and the Pot of Beans*

Directions:

Teacher reads *Anansi and the Pot of Beans* by Bobby and Sherry Norfolk. Compare and contrast Anansi's behavior in both books.

• **Listening to Anansi Stories**

Materials:

CD, *Anansi Time*

Directions:

Students listen to *Anansi Time* by Bobby Norfolk. This CD has six Anansi stories including *Anansi and Turtle Go to Dinner*.

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Name _____ Date _____

Cooking Words

Directions: Anansi is cooking dinner. Draw an "X" on the word in each row that does not belong with the other words that are related to cooking.

1. bowls meat bed drink

2. plates rocks table eat

3. soup cup pin pan

4. rice car meal food

5. beans spoon ball yams

6. bat fork corn ham

Write 5 words about cooking or eating.

1. _____ 4. _____

2. _____ 5. _____

3. _____

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Making Sentences

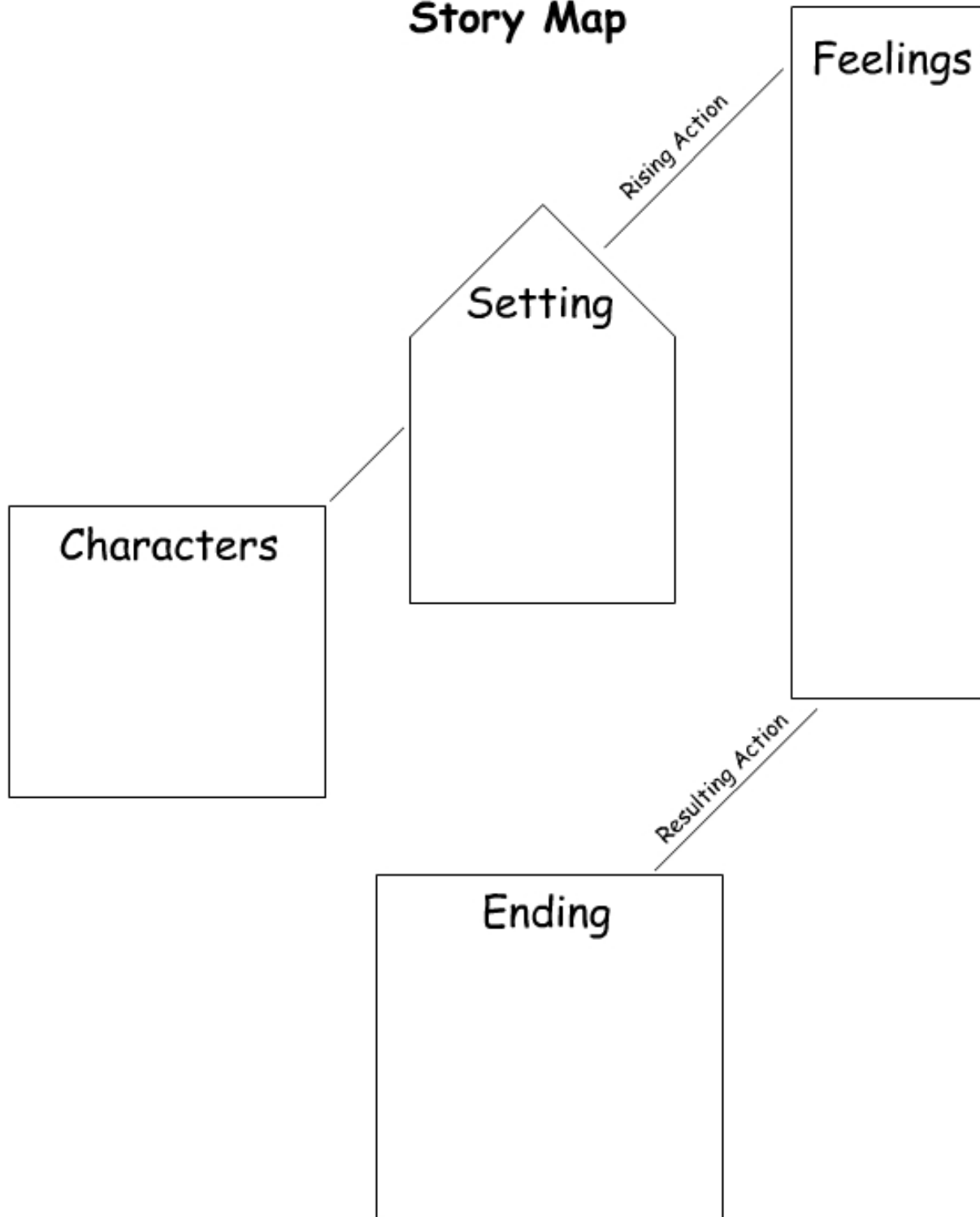
Turtle	could	Anansi	not	ate
sink	the	law	of	to
all	the	told	food	his
want	wash	did	hands	tricked
jungle	the	is	dinner	share

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Name _____ Date _____

Story Map



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Comparison Matrix

	Lives in Water	Lives on Land	Has More than 2 Feet	Spins a Web	Has a Hard Shell	Goes to School
Turtle						
Spider						
Me						

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Name _____ Date _____

Vowel Puzzles

Directions: Write a vowel in the middle of each puzzle that will make a word across and down.

	l	
s		t
	w	

	f	
y		u
	r	

	t	
n		t
	p	

	p	
o		t
	t	

	y	
h		d
	m	

	h	
b		g
	s	

	h	
g		t
	w	

	g	
s		t
	t	

	h	
s		t
	m	