

# ANANSI AND TURTLE GO TO DINNER

Second Grade

## **Outcome:**

Students will demonstrate an understanding of the story through discussion, reading, writing, grammar, syntax, and semantics.

## **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*  
World map or globe  
Pencils  
Lined paper  
Scissors  
Large pieces of paper  
Markers

## **Cooking Materials:**

One 9-inch pie pan  
Non-stick cooking spray  
Electric mixer  
Large spoon  
Oven  
Pot holders  
Paper plates  
Napkins

## **Ingredients:**

4 Eggs	¾ C Sugar
1 C Evaporated Milk	2/3 C All-Purpose Flour
¼ tsp Cream of Tartar	2 C Ripe Bananas, mashed
Pinch of Salt	¼ tsp Nutmeg

## **Optional:**

Books about Africa  
Computer with Internet access  
Norfolk, Bobby and Sherry. *Anansi Goes to Lunch*. Atlanta: August House, 2007.  
Norfolk, Bobby. *Anansi Time* CD. Little Rock: August House Audio, 1999.

## **Assessment Tools:**

“What Are They Thinking?” worksheet (2 per student)  
“Verbs” worksheet  
“Mixed-Up Proverbs” worksheet  
“Fact or Opinion” worksheet  
“Classification” worksheet

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## INSTRUCTIONAL PLAN

### Introduction:

#### • **What Are They Thinking?**

#### Materials:

“What Are They Thinking?” worksheet

Pencils

#### **Directions:**

- Teacher gives each student a copy of the “What Are They Thinking?” worksheet.
- Teacher instructs students to look carefully at the picture for clues about what each character is thinking.
- Students write what each character might be thinking inside the thought bubble for that character.

### Students Read the Story:

#### Materials:

World map or globe

Book, *Anansi and Turtle Go to Dinner*

“What Are They Thinking?” worksheet

Pencils

#### **Directions:**

- Teacher tells students that they will be reading a story from Africa about a well-known spider, named Anansi (Ah-*nahn*-see). Teacher shows Africa on map or globe.
- Students take turns each reading one page aloud.
- After they have read the story, teacher gives students another copy of the “What Are They Thinking?” worksheet and tells them to fill in the thought bubble for each character.
- Teacher asks students to share how their two versions of the worksheet are the same and how they are different.

### Questions for Assessing Students’ Comprehension:

- Who is this story about?
- Describe Anansi.
- Describe Turtle.
- Where does this story take place?
- What is the conflict or problem?
- 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?

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## Questions for Assessing Students' Comprehension cont.:

- 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?
- How did Anansi feel about the invitation? Why?
- What problem did Anansi have getting to Turtle's house?
- How did Anansi solve the problem he had 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 showed up at dinnertime?
- What do you think about "the law of the jungle?"
- How did Anansi know that 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 did Anansi know that Turtle's hands would still be dirty when he returned to the table the first time?
- What do you think Anansi would have done if Turtle had put on his slippers and had clean hands after he washed the first time?
- Describe Anansi's house.
- Describe Turtle's house.
- What foods do you think Turtle had at his feast?
- 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?
- The book's illustrator used certain colors and designs to show that the story takes place in Africa. Find examples in the book to show how he did this.
- The illustrator chose to make Turtle blue, even though he modeled Turtle after a group in which many of the turtles are normally brown in color. Why do you think he might have done this?
- Choose another title for this story and tell why you chose that title.

## Language Arts:

- **Point of View**

### **Directions:**

Teacher:

- Discusses the concept of point of view with students.
- Tells students that stories differ depending on *who* is telling them.
- Instructs students to retell the story from the point of view of either Anansi or Turtle.
- Asks how Anansi's and Turtle's stories were different.

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## Language Arts cont.:

### • Verbs

An activity for differentiated learning

#### Materials:

Book, *Anansi and Turtle Go to Dinner*

“Verbs” worksheet

Lined paper

Pencils

#### **Directions:**

- Teacher reviews definition of verbs with students.
- Teacher divides the class into three groups.
  - Group A: Re-read the story with the teacher. Identify the verbs on each page.
  - Group B: Complete the “Verbs” worksheet by circling the verb(s) in each sentence.
  - Group C: Complete the “Verbs” worksheet by circling the verb(s) in each sentence.

Write five new sentences about the story and circle the verb(s) in each sentence.

1. Anansi was sitting down, eating his dinner.
2. Turtle knocked on his door.
3. Turtle reached for the bowl of yams.
4. Anansi asked Turtle to wash his hands.
5. Anansi ate all the food as fast as he could.
6. Turtle crawled away with an empty tummy.
7. Turtle sent an invitation to Anansi.
8. Anansi jumped into the pond.
9. Anansi floated on the top of the water.
10. Anansi kicked his legs and bounced as hard as he could.
11. Turtle watched Anansi splashing.
12. Anansi gathered big rocks and filled his pockets.
13. Turtle said, “You know you can’t sit down to dinner with your jacket on!”
14. Anansi slowly took off his jacket and hung it on the back of the chair.
15. Anansi floated as he watched Turtle eat every bite of the feast.
16. Anansi tricked Turtle and Turtle tricked Anansi.
17. Anansi learned a lesson.
18. Anansi walked home.

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## **Language Arts cont.:**

### **• Mixed-Up Proverbs**

#### Materials:

“Mixed-Up Proverbs” worksheet

Scissors

#### **Directions:**

Teacher:

- Explains that proverbs are well-known sayings that contain folk wisdom. They are short popular sayings that express an obvious truth.
- Tells students that proverbs are very important in African cultures as well as many other cultures around the world. Many African folktales include proverbs that summarize the lesson taught in the story.
- 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.
- Tells students to cut out the phrases in the boxes on the “Mixed-Up Proverbs” worksheet and place them on their desks so that they can see all the words. Teacher instructs students to place the phrases that begin with a capital letter on the left side of their desks. Teacher instructs students to place the phrases that end with a period on the right side of their desks.
- Instructs students to work with a partner to try to match up the two halves of each proverb.
- Students find the matching halves that make the most sense and put them together.
- Asks students to share their proverbs.
- Asks students what they think each proverb means.

Proverbs:

What goes around, comes around.

Having a good discussion is like having riches.

When the drum beat changes, the dance changes.

Even the highest eagle comes down to the treetops to rest.

Do not look where you fell, but where you slipped.

If you don't stand for something, you will fall for something.

A stone from home is worth ten from the riverbed.

Whenever you hide your problems, nobody can help you.

No one can perform a celebration by himself.

Success is possible because of others.

A ripe melon falls by itself.

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## **Language Arts cont.:**

### • **Fact or Opinion**

#### Materials:

“Fact or Opinion” worksheet

Pencils

#### **Directions:**

- Teacher explains that a fact is something that can be proven. An opinion is a feeling or belief that can't be proven.
- Students complete the “Fact or Opinion” worksheet.

**Directions:** Read each sentence. Write F if it is a fact. Write O if the sentence expresses an opinion.

1. \_\_\_ Anansi is a spider.
2. \_\_\_ Anansi is greedy.
3. \_\_\_ Turtle has a shell.
4. \_\_\_ Turtle can travel on land or in the water.
5. \_\_\_ Turtle is clever.
6. \_\_\_ Bobby and Sherry Norfolk are the authors of the book.
7. \_\_\_ Turtle is a good cook.
8. \_\_\_ Anansi ate peanut soup, and rice and beans.
9. \_\_\_ Turtle lives in the pond.
10. \_\_\_ This is a great book.

### • **Onomatopoeia**

#### Materials:

Book, *Anansi and Turtle Go to Dinner*

#### **Directions**

1. Teacher asks students what the word “onomatopoeia” means (a word that sounds like its meaning, the word imitates the sound that it represents).
2. Teacher asks students for examples of onomatopoeia (roar, boom, tinkle, bang, smash, growl, click, buzz, fizz, moo, clang...).
3. Students re-read the story and identify onomatopoeic words (slurp, gobble-gobble, munch-crunch, burp, splish, splash, ker-splash, popped).

### • **Writing**

#### Materials:

Lined paper

Pencils

#### **Directions:**

Teacher instructs students to write a new story using “the law of the jungle” (if you have company and you have food, you must share the food with your company).

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## **Drama:**

### • “Law of the Jungle” Skits

#### **Directions:**

- Teacher reviews the meaning of “the law of the jungle” with students.
- Teacher instructs students to work in small groups and create skits about “the law of the jungle.”
- Each group presents its skit to the class.

### • Dialogue and Expression

#### **Materials:**

Book, *Anansi and Turtle Go to Dinner*

#### **Directions:**

Teacher:

- Reminds students that when characters in a story are talking, their words are enclosed in quotation marks. Teacher introduces the word “dialogue” to students.
- Tells students that there are many clues to help the reader know how to say the words that a character is speaking. The reader must look at the context of what is happening and the illustrations. The illustrations show the character’s body language and facial expressions.
- And students review the dialogue on the following pages and say the words using appropriate expression: pages 2, 3, 4, 7, 8, 9 10, 14, 16-19, 21, 23, 27-29, and 32.
- Asks students to look at the dialogue on pages 16, 17, 23, and 32 and see if they can determine what is different about the dialogue in on these pages than in the rest of the story. (On these pages, Turtle and Anansi are thinking to themselves instead of talking to one another. When thinking or speaking aloud to one’s self, the dialogue is still considered a quote and is punctuated as such.)

## **Art:**

#### **Materials:**

Book, *Anansi and Turtle Go to Dinner*

Large pieces of paper

Markers

Optional: Books about Africa

#### **Directions:**

- Teacher asks students what they know about the African jungle.
- Teacher asks students to draw a map from Anansi’s house to Turtle’s house.
- Students should use information from the text and illustrations in *Anansi and Turtle Go To Dinner* as a reference as well as their imaginations and previous knowledge to create the map.
- Books about Africa may be helpful to create more detailed maps.

# ANANSI AND TURTLE GO TO DINNER

Second Grade

## Cooking:

- **African Banana Pie**      YIELD: 10 small slices

### Cooking Materials:

One 9-inch pie pan  
Non-stick cooking spray  
Electric mixer  
Large spoon  
Oven  
Pot holders  
Paper plates  
Napkins

### Ingredients:

4 Eggs	¾ C Sugar
1 C Evaporated Milk	2/3 C All Purpose Flour
¼ tsp Cream of Tartar	2 C Ripe Bananas, mashed
Pinch of Salt	¼ tsp Nutmeg

### Directions:

1. Preheat oven to 350°
2. Beat eggs, sugar, milk, flour, cream of tartar, nutmeg, and salt until smooth.
3. Stir in mashed bananas and blend well.
4. Pour into a greased, 9-inch pie pan. Sprinkle with nutmeg.
5. Bake 35 to 40 minutes. A knife inserted into the center of the pie should come out clean when the pie is finished.
6. Let cool.
7. Serve pie at room temperature or cooled.

### Extensions:

- **Classification**

#### Materials:

“Classification” worksheet

Pencils

#### **Directions:**

Teacher instructs students to write five words that belong in each category.

1. Cooking
2. Eating
3. Clothing
4. Land animals
5. Animals that live in the water
6. Body parts

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## **Extensions cont.:**

### • **Technology Connection**

#### Materials:

Computer with Internet access

#### **Directions:**

Students:

- Access [www.storycove.com](http://www.storycove.com) with assistance from 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](http://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](http://www.storycove.com).

### • **Compare and Contrast**

#### Materials:

Book, *Anansi Goes to Lunch*

#### **Directions:**

Students read *Anansi Goes to Lunch* by Bobby and Sherry Norfolk. Students compare and contrast Anansi’s behavior and the theme of greed 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*.

### • **African Game**

#### **Directions:**

“Seega” is a popular African game. It is played on a modified checkerboard. Teacher and students research the game. Students create a game board and play the game.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## What Are They Thinking?

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\_\_\_\_\_

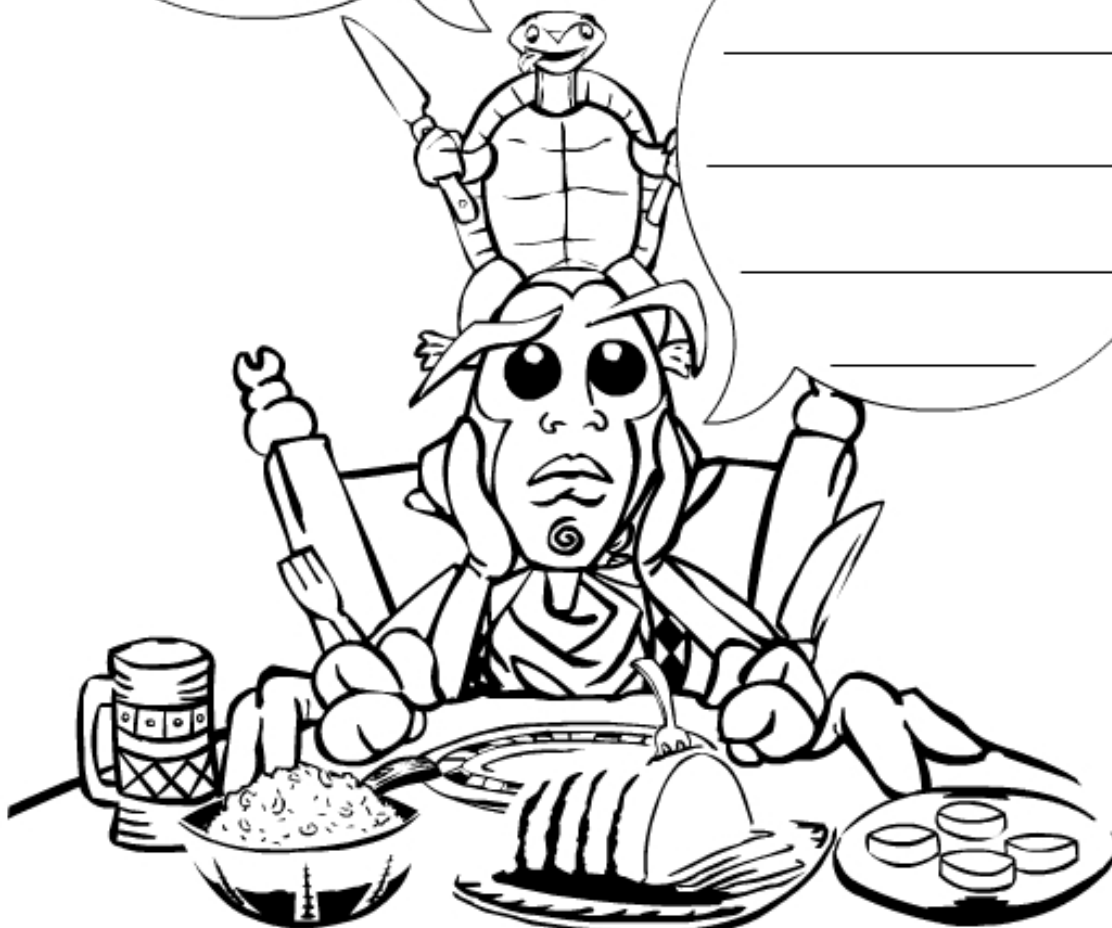
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Name \_\_\_\_\_ Date \_\_\_\_\_

## Verbs

**Directions:** Read the sentences. Circle the verb(s) in each sentence.

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2. Turtle knocked on his door.
3. Turtle reached for the bowl of yams.
4. Anansi asked Turtle to wash his hands.
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6. Turtle crawled away with an empty tummy.
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17. Anansi learned a lesson.
18. Anansi walked home.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Mixed-Up Proverbs

What goes around,	because of others.
Having a good discussion	you will fall for something.
When the drum beat changes,	nobody can help you.
Even the highest eagle	perform a celebration by himself.
Do not look where you fell,	comes down to the treetops to rest.
If you don't stand for something,	comes around.
A stone from home	is like having riches.
Whenever you hide your problems,	falls by itself.
No one can	is worth ten from the riverbed.
Success is possible	the dance changes.
A ripe melon	but where you slipped.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Fact or Opinion

**Directions:** Read each sentence. Write F if it is a fact. Write O if the sentence expresses an opinion.

1. \_\_\_\_ Anansi is a spider.
2. \_\_\_\_ Anansi is greedy.
3. \_\_\_\_ Turtle has a shell.
4. \_\_\_\_ Turtle can travel on land or in the water.
5. \_\_\_\_ Turtle is clever.
6. \_\_\_\_ Bobby and Sherry Norfolk are the authors of the book.
7. \_\_\_\_ Turtle is a good cook.
8. \_\_\_\_ Anansi ate peanut soup, and rice and beans.
9. \_\_\_\_ Turtle lives in the pond.
10. \_\_\_\_ This is a great book.

# ANANSI AND TURTLE GO TO DINNER

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Classification

Directions: Write five words that belong in each category.

**Cooking**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Eating**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Clothing**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Land Animals**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Animals that Live in the Water**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Body Parts**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_