

ANANSI GOES TO LUNCH

Kindergarten

Outcome:

Students will demonstrate an understanding of the story through phonics, reading, writing, counting, drawing, role-playing, and public speaking.

Overview:

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

Materials:

Book, *Anansi Goes to Lunch*
Scissors
Glue sticks
Pencils
Lined paper
Blackboard or Whiteboard
Unlined Paper
Crayons
Computer and printer or copier
1 heavy, plain, paper plate per student
Black poster paint
Paint brushes
Scissors
White string
White glue
Black construction paper
Yellow construction paper
Black markers
4 (6-inch) twist ties per student
1 smock per student

Optional:

DeSpain, Pleasant. *Thirty-Three Multicultural Tales to Tell*. Little Rock: August House, 1993.

Assessment Tools:

“Matching Letters to Sounds” worksheet
“Greed” Phonics worksheet
“Copying Sentences” worksheet
“Come to Lunch” worksheet

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INSTRUCTIONAL PLAN

Introduction:

Directions:

Teacher:

1. Asks students what they know about spiders.
2. Asks students what stories they know about spiders.
3. Asks students what songs they know about spiders.
4. Leads children in singing the song, "The Itsy Bitsy Spider" and any other spider songs suggested.

Teacher Reads the Story:

Materials:

Book, *Anansi Goes to Lunch*

Directions:

Teacher:

1. Tells students that they are going to listen to a story about a famous spider from Africa named Anansi. (*Ah-nahn-see*)
2. Asks students if they have heard any other stories about Anansi.
3. Tells students that although Anansi is a spider, he may not look like a familiar spider.
4. Tells students to look carefully at the illustrations for clues that Anansi is a spider.
5. May choose to distribute the books, so that students can follow along as the teacher reads.

Discussion Questions for Assessing Students' Comprehension:

- Who is the story about?
- What kind of creature is Anansi? How do you know?
- What did Hippo ask Anansi?
- What did Anansi tie around his waist so that he will know when lunch is ready?
- What did Elephant ask Anansi?
- What did Anansi say?
- Should Anansi have accepted Elephant's invitation when he already had accepted Hippo's invitation?
- What are some of the American foods that Elephant was having for lunch?
- What did Anansi do so that Elephant could let him know when lunch was ready?
- What did Anansi mean when he said, "I'll bring my appetite?"
- What did Zebra ask Anansi?
- What did Anansi say? What should he have said to Zebra?
- Name some of the Italian foods that Zebra was having for lunch.
- What did Anansi tell Zebra to do when lunch was ready?
- What happened when the strings were pulled?
- What finally happened to the strings?
- What happened to Anansi's waist when all three strings were pulled at once?
- What lesson did Anansi learn?

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Discussion Questions for Assessing Students' Comprehension cont.:

- If you wanted to tell someone lunch was ready, what would you do?
- If a friend invited you for lunch and you already had other plans, what would you say?
- Describe what a spider looks like. Why do spiders have small waists?

Phonics:

• **Matching Letters to Sounds**

Materials:

“Matching Letters to Sounds” worksheet

Pencils

Scissors

Glue sticks

Directions:

Students:

1. Cut out each letter on the right side of the worksheet.
2. Match each letter with the picture that has that sound at the beginning of the word.
3. Glue the letter in the first box beside the picture.
4. Write the letter in the second box.

• **“Greed” Phonics**

An activity for differentiated learning

Materials:

“Greed” Phonics worksheet

“Copying Sentences” worksheet

Scissors

Pencils

Lined paper

Directions:

- Teacher divides class into three groups:
 - Group A: Students complete the “Greed” Phonics worksheet. Students cut out Anansi, the letter strip, and the slits in Anansi’s picture. Students feed the letter strip into the slits (from back through to front and then through to the back again) in Anansi’s picture so that the letters show across Anansi’s stomach. Students practice with a partner reading the words that rhyme with greed by pulling the strip through the opening, thus creating new words.
 - Group B: Students complete the “Greed” Phonics worksheet as per Group A. Students copy all of the words onto lined paper.
 - Group C: Students complete the “Greed” Phonics worksheet as per Group B. Students complete the “Copying Sentences” worksheet.
 1. I need a hat.
 2. I see a weed.
 3. I need to feed my dog.
 4. Can you plant a seed?
 5. Anansi is greedy.

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Language Arts:

• Food Inferences

Directions:

- Teacher reads the following inferences about foods and asks students to name the food.
 1. I am an Italian food. I have crust, tomato sauce, and cheese.
 2. I am an African food. I am white and made of small pieces called grains. I am served with beans.
 3. I am an American food. I am a dessert. I am made with fruit and a crust.
 4. I am an American food made with potatoes that are cut into strips and fried.
 5. I am an Italian food. I am long skinny pasta. Some people put tomato sauce on me.
 6. I am an American food. I am a round flat patty. I am served on a bun.
 7. I am an Italian food. I am small and round. I am often served with spaghetti.
 8. I am an Italian food. I am made with wide flat noodles, cheese, and tomato sauce. Anansi likes to eat me when I am steaming hot.
- Teacher asks students to create inferences about food and to share them with the class.
- Classmates try to guess the food in each inference.

• Creating a New Story

Materials:

Blackboard or Whiteboard

Paper

Crayons

Computer and printer or copier

Directions:

1. Teacher tells students that Anansi continued to be greedy and did not learn his lesson.
2. Teacher asks students other ways that Anansi could be greedy. Teacher writes suggestions on the board.
3. Teacher and students choose one (or more) of the ideas and create a story about Anansi being greedy.
4. Teacher writes the story and makes copies for the students.
5. Students illustrate the story.

Writing:

• Lunch Invitation

Materials:

“Please Come to Lunch” worksheet

Crayons

Pencils

Blackboard or Whiteboard

Directions:

1. Teacher asks students if they were having a friend over for lunch, what they would serve.
2. Teacher writes the foods the students suggest on the board.
3. Teacher helps students sound out the words on the board.

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Writing cont.:

Lunch Invitation cont.

4. Teacher helps students sound out the words on the worksheet.
5. Students trace over the dotted lines to write the words on the worksheet.
6. Teacher tells students to draw the foods they will serve for lunch on the bottom of the invitation.
7. Teacher helps students write the names of the foods on the worksheet.

Dramatic Arts:

• Anansi's Apology

Directions:

- Teacher tells students that since he was so greedy, Anansi did not make it to any of his friends' houses for lunch. Since Anansi did not show up, he needs to tell his friends what happened and to apologize.
- Teacher divides the students into small groups and tells students to role-play Anansi apologizing to his friends.

Math:

• Counting Spider Legs

Materials:

Paper

Crayons

Directions:

1. Teacher asks students how many legs a spider has.
2. Teacher demonstrates and tells students to fold the paper into fourths.
3. Teacher instructs students to:
 - Draw one spider with eight legs in the first square that was created by folding the paper.
 - Count the spider legs aloud. (eight)
 - Draw one spider with eight legs in the second square.
 - Count the spider legs in both boxes aloud. (16)
 - Draw one spider with eight legs in the third square.
 - Count the spider legs in the three boxes. (24)
4. If appropriate for the student's level, teacher may continue the activity with eight more legs for a total of 4 spiders and 32 legs.

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Art:

• **Making Spiders and Paper Plate Webs**

Materials:

- 1 heavy, plain, paper plate per student
- Black poster paint
- Paint brushes
- Scissors
- White string
- White glue
- Black construction paper
- Yellow construction paper
- Black markers
- 4 (6-inch) twist ties per student
- 1 smock per student

Spider Web Directions:

Students:

1. Cut small slits about one inch deep, evenly spaced around the edge of the paper plate.
2. Paint the paper plates black.
3. Wrap the white string through the slits, around the paper plate to form a spider web.
4. Leave about 10 inches on yarn hanging off the plate on both the top and bottom ends.
5. Tie a loop for hanging on one end.
6. Use the hanging yarn on the other end for attaching the spider. (Spider Directions Below)

Spider Directions:

Students:

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, 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 feet and legs.
6. Make eyes by cutting very small circles from the yellow construction paper. To make a pupil draw a dot in the center of each eye with a black marker.
7. Put the loose end of web's string between the 2 circles. Press down hard to make sure "legs" and web string are stuck between the 2 circles of paper.
8. Allow glue to dry before hanging.

Extension Activity:

• **Compare and Contrast**

Teacher reads "Grandfather Spider's Feast" on page 35 in *Thirty-Three Multicultural Tales to Tell* by Pleasant DeSpain. This story tells of Grandfather Spider who wanted to attend four different feasts at the same time. Compare and contrast this tale of Grandfather Spider and his grandchildren to *Anansi Goes to Lunch*.

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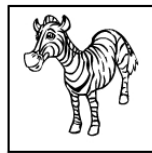
Kindergarten

Name _____ Date _____

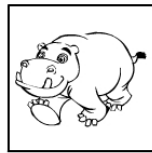
Matching Letters to Sounds

Directions:

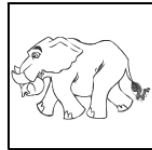
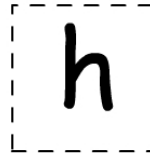
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2. Match each letter with the picture that has that sound at the beginning of the word.
3. Glue the letter in the first box beside the picture.
4. Write the letter in the second box.



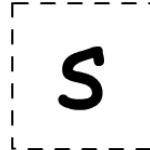
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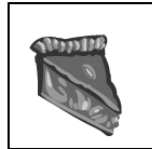
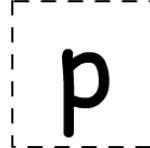
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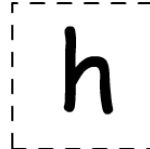
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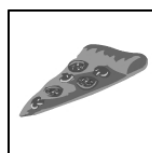
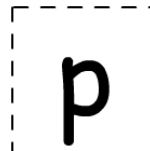
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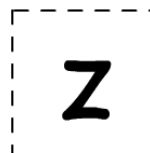
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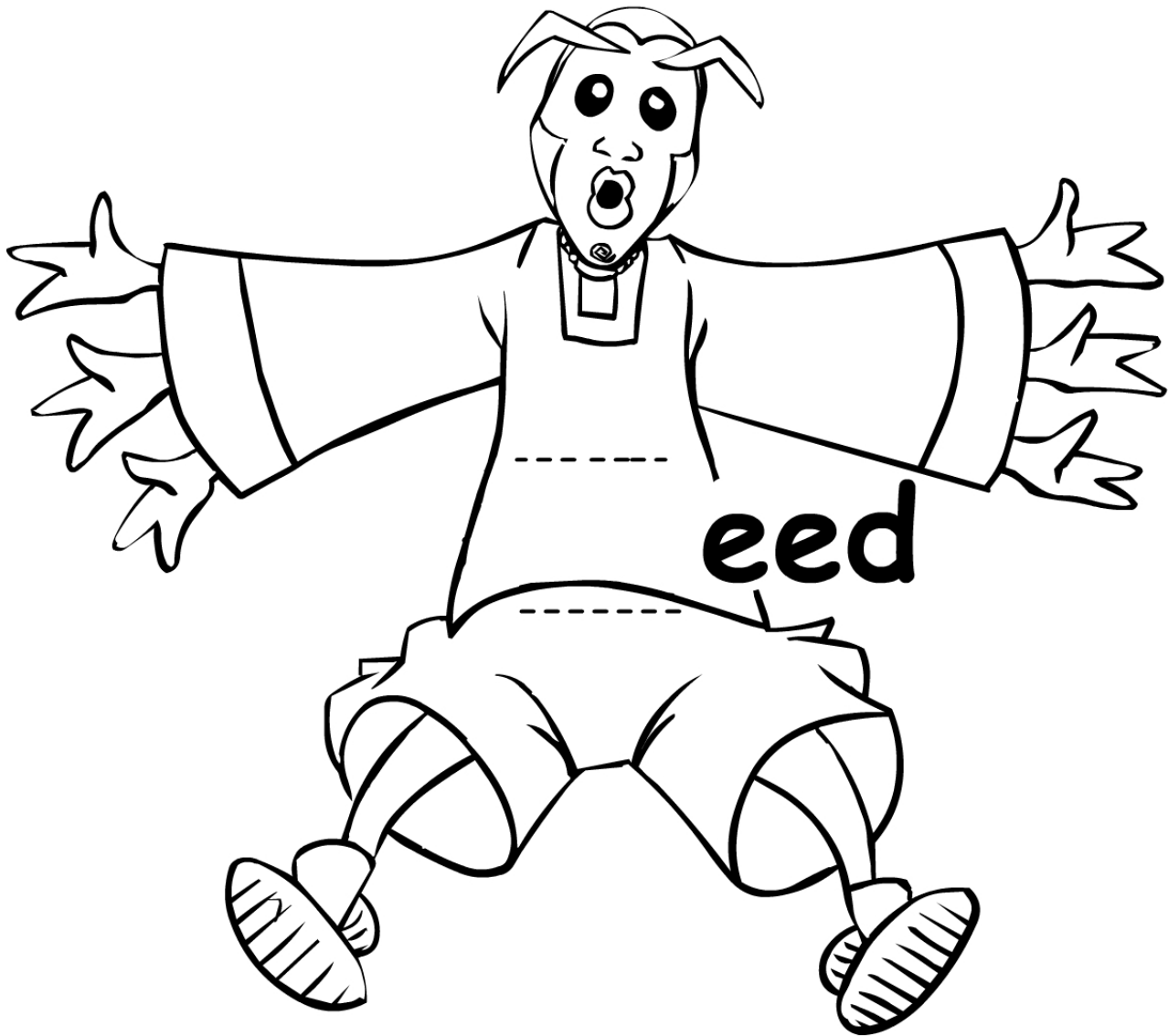


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Name _____ Date _____

"Greed" Phonics



g r f n s w b l

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Name _____ Date _____

Copying Sentences

Directions: Copy the sentences.

I need a hat.

I see a weed.

I need to feed my dog.

Can you plant a seed?

Anansi is greedy.

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Name _____ Date _____

Please Come to Lunch

Directions: Trace the dotted lines to write the words. Draw the foods you will serve on the bottom of the invitation.



Please come
to lunch.
We will have