

# ANANSI AND THE POT OF BEANS

By Bobby and Sherry Norfolk

First Grade

## **Outcome:**

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

## **Overview:**

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

## **Materials:**

Book, Anansi and the Pot of Beans

Blackboard or Whiteboard, map or globe

Pencil, lined paper, 8 small objects (paper clips, erasers, pennies, chips, blocks...) per student

Art materials: 1 small white paper plate per student, black construction paper, white craft glue, black, brown, gray, yellow, orange, and green markers, string, scissors

Cooking materials: Two 15 oz cans great northern beans, rinsed and drained, Two 15 oz cans black beans, rinsed and drained, one 15 oz can butter beans, rinsed and drained, one 15 oz can baked beans, undrained, 2 cups of salsa, ½ cup brown sugar, 4 or 5 quart slow cooker, spoons, hot cups, napkins

Optional: Conejito (Margaret Read MacDonald, August House 2006)

## **Assessment Tools:**

Is and Are worksheet

Asking Sentences Worksheet A

Asking Sentences Worksheet B

Asking Sentences Worksheet C

Long i worksheet

## **INSTRUCTIONAL PLAN**

### **Introduction:**

Teacher informs class:

- They will be reading a book from Africa about a spider. Use map or globe to show Africa.
- Ask students to share information about spiders relating to their size, location, shape, color, function, habits, and diet. Teacher fills in with the following facts as appropriate:
  - Spiders are found on every continent except Antarctica (show on map or globe) and in every kind of habitat on land and in water. They live in fields, woods, swamps, caves, mountains, and deserts.
  - Spiders come in many colors including black, brown, white, gray, yellow, green, and orange. Teacher writes these color words on the board and surveys students about the color of spiders they have seen. Results can be depicted in a graph format.

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## **Introduction cont.:**

- Most spiders live for about a year, except tarantulas, which can live 15 years.
- Spiders are arachnids (and not insects).
- There are more than 30,000 kinds of spiders. Some scientists think that there may be more than 100,000 kinds of spiders.
- All spiders capture other animals for food. Most spiders eat insects but some eat mice, fish, frogs, and tadpoles.
- Many spiders rely on the webs they spin to catch their prey.
- Spiders make different types of silk to produce their webs. First they use a strong silk that serves as scaffolding. (Teacher draws an example on board.) Then they use a sticky silk that traps insects.
- Weight for weight, spider's webs are stronger than steel.
- The tips of a spider's legs are oily and help to keep the spider from getting trapped in its own web.
- Teacher gives each student a copy of Anansi and the Pot of Beans.
- Anansi (Ah-non-see) is a well-known spider character in stories from Western Africa.
- Ask students if they have read other tales with Anansi as a character.
- Class reads story together aloud.

## **Discussion Questions to Assess Comprehension:**

- What kind of creature is Anansi?
- How do you know this?
- How did Anansi help his Grandmother?
- How did he feel when he was working in the garden?
- Why did his Grandmother make him spicy beans?
- Why did Grandma go out to the store?
- What did Grandma tell Anansi before she left for the store?
- Why did Anansi go into the kitchen?
- What did Anansi want to do with the beans at first?
- Why did he put the beans in his hat?
- Why did the neighbors come over?
- Why did Anansi put his hat back on? What happened when he did?
- When the neighbors asked Anansi what was wrong, did they already know?
- What happened when Anansi finally took his hat off?
- How will Grandma know what happened when she returns home?

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## Language Arts:

- Is and Are worksheet

An activity for differentiated learning

- Group A: Complete worksheet as a group with teacher.
- Group B: Complete worksheet with a partner.
- Group C: Complete worksheet individually and write one **is** and one **are** sentence about the book on notebook paper.

Directions: Use **is** in sentences about one person or thing. Use **are** in sentences about more than one person or thing.

Example: She **is** reading the book. All of the students **are** reading the book.

1. Anansi \_\_\_\_\_ a spider.
2. He \_\_\_\_\_ visiting his Grandmother.
3. The birds \_\_\_\_\_ flying in the house.
4. The beans \_\_\_\_\_ very hot.
5. His hat \_\_\_\_\_ full of beans.
6. The neighbors \_\_\_\_\_ yelling.
7. Grandmother \_\_\_\_\_ making Anansi's favorite meal.
8. Where \_\_\_\_\_ Grandma going?
9. The spice tins \_\_\_\_\_ empty.
10. Anansi \_\_\_\_\_ doing a new dance.

- Asking Sentences worksheet

An activity for differentiated learning

- Worksheet A

Directions: A question is an asking sentence. Write the sentences below. Begin each sentence with a capital letter and end each sentence with a question mark.

1. what work did Anansi do
2. how did he plant the beans
3. where did Grandmother fix lunch
4. why was Anansi thirsty
5. what were the neighbors yelling
6. how did the beans burn Anansi's head

- Worksheet B

Directions: A question is an asking sentence. Write the sentences below. Begin each sentence with a capital letter and end each sentence with a question mark. Then answer these questions on another piece of paper.

- Worksheet C

Directions: A question is an asking sentence. Begin each sentence with a capital letter and end each sentence with a question mark. Write six questions about the story. Answer these questions on another piece of paper.

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## **Language Arts cont.:**

- Long i worksheet

Directions: The word spider has a long i in it. Circle the words that have a long i.

Worksheet has the following words: hide, hid, ride, side, hill, ice cream, hit, bite, bit, rid, bill, dip, dime, fine, fit, glide, kiss, lid, mine, nip, pit, sip, side, tight, tip, time,

## **Math:**

How Many Ways Can You Make Eight?

Materials: 8 small objects (paper clips, erasers, pennies, chips, blocks...) per student, pencil, and paper

Directions: Manipulate the small objects and determine how many ways you can make them add up to the number eight. Example:  $7 + 1 = 8$ .

Record your answers on paper. Compare your results with a partner.

## **Dramatic Arts:**

When Africans tell tales, they use many dramatic techniques to bring their story to life. A story is a performance. Storytellers use a variety of voices, sound effects, and even dances. Storytellers often have the audience participate by providing sounds or repeating phrases.

Directions: Teacher re-reads the story, pointing out the dialog and sound effects written in the story, Mmmmmmm!, Ahhhhhh!, sluurp, Yeoooow!, and other possible sound effects of the steam, birds screeching, neighbors yelling, and pounding on the door. Students work in small groups to re-tell this story like African storytellers.

## **Art:**

- Paper Plate Spiders

Materials: 1 small white paper plate per student, black construction paper, white craft glue, black, brown, gray, yellow, orange, and green markers, string, scissors

Directions:

1. What colors are spiders? Do you remember? (black, brown, white, gray, yellow, green, and orange) Color the plate to make the spider's body.
2. Using a pencil, poke 2 holes in the center of the paper plate. Thread the string through the holes and tie a knot on top of the plate.
3. Cut the black construction paper into 8 long strips that are each about  $\frac{3}{4}$  inch wide.
4. Fold the paper strips back and forth onto themselves: accordion-style to make the spider legs.
5. Glue the spider legs around the edges of the plate.
6. Make 2 pop-up eyes by cutting 2 elongated semi-circle shapes out of construction paper and fold under a small part of the flat end. Draw a small circle in the middle of each eye. Glue (the folded edge) onto the top front part of the plate.
7. Hang spiders to dangle from the string.

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## **Art cont.:**

- Making Spider Webs

Materials: black construction paper, white liquid glue in squeeze bottles

Directions:

1. Place a sheet of black construction paper on a desk or table.
2. Use the glue to draw a spider web. Start by making a large X shape.
3. Make a cross shape (horizontal and vertical lines) through the X shape so that it looks like a star.  
That is the scaffolding of the web.
4. Draw curved lines between the intersecting lines.
5. Allow picture to dry overnight.

## **Cooking:**

Spicy Beans

Materials: Two 15 oz cans great northern beans, rinsed and drained, Two 15 oz cans black beans, rinsed and drained, one 15 oz can butter beans, rinsed and drained, one 15 oz can baked beans, undrained, 2 cups of salsa, ½ cup brown sugar, 4 or 5 quart slow cooker, spoons, hot cups, napkins

Directions:

1. Combine beans in slow cooker.
2. Stir in salsa and brown sugar.
3. Cover and cook on low for 2 to 2 1/2 hours.

## **Extension Activity:**

In Western Africa, stories about Anansi the Spider are very popular. In other countries, stories about rabbits, turtles, and monkeys that outsmart larger animals are well-known. In Latin America, the stories are about Conejito, a little bunny. Conejito means “little bunny” in Spanish. Read [Conejito](#) (Margaret Read MacDonald, August House 2006), a folktale from Panama.

Compare and contrast how Anansi and Conejito tricked others. Why did Anansi trick others? Why did Conejito trick the other animals? Which character used trickery in a positive manner? Which character was more successful?

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Example: She **is** reading the book. All of the students **are** reading the book.

1. Anansi \_\_\_\_\_ a spider.
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6. The neighbors \_\_\_\_\_ yelling.
7. Grandmother \_\_\_\_\_ making Anansi's favorite meal.
8. Where \_\_\_\_\_ Grandma going?
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10. Anansi \_\_\_\_\_ doing a new dance.

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## Worksheet A

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

### Asking Sentences

**Directions:** A question is an asking sentence. Write the sentences below. Begin each sentence with a capital letter and end each sentence with a question mark.

1. what work did Anansi do

\_\_\_\_\_

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\_\_\_\_\_

2. how did he plant the beans

\_\_\_\_\_

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\_\_\_\_\_

3. where did Grandmother fix lunch

\_\_\_\_\_

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\_\_\_\_\_

4. why was Anansi thirsty

\_\_\_\_\_

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\_\_\_\_\_

5. what were the neighbors yelling

\_\_\_\_\_

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\_\_\_\_\_

6. how did the beans burn Anansi's head

\_\_\_\_\_

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\_\_\_\_\_

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## Worksheet B

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

### Asking Sentences

**Directions:** A question is an asking sentence. Write the sentences below. Begin each sentence with a capital letter and end each sentence with a question mark. Then answer these questions on another piece of paper .

1. what work did Anansi do

-----  
\_\_\_\_\_

2. how did he plant the beans

-----  
\_\_\_\_\_

3. where did Grandmother fix lunch

-----  
\_\_\_\_\_

4. why was Anansi thirsty

-----  
\_\_\_\_\_

5. what were the neighbors yelling

-----  
\_\_\_\_\_

6. how did the beans burn Anansi's head

-----  
\_\_\_\_\_

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## Worksheet C

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

### Asking Sentences

**Directions:** A question is an asking sentence. Begin each sentence with a capital letter and end each sentence with a question mark. Write six questions about the story. Answer these questions on another piece of paper.

1. \_\_\_\_\_  
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\_\_\_\_\_

2. \_\_\_\_\_  
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\_\_\_\_\_

3. \_\_\_\_\_  
-----  
\_\_\_\_\_

4. \_\_\_\_\_  
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\_\_\_\_\_

5. \_\_\_\_\_  
-----  
\_\_\_\_\_

6. \_\_\_\_\_  
-----  
\_\_\_\_\_

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## Long i

**Directions:** The word spider has a long i in it. Circle the words that have a long i.

hide      hid      ride      side

hill      time      hit      bite

bit      rid      bill      dip

dime      fine      fit      glide

kiss      lid      mine      nip

pit      sip      side      tight

tip      ice cream