

ANANSI AND TURTLE GO TO DINNER

Kindergarten

Outcome:

Students will demonstrate an understanding of the story through discussion, drawing, matching, counting, role-playing, and phonics.

Overview:

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

Materials:

Book, *Anansi and Turtle Go to Dinner*
Large poster board or roll of newsprint
Crayons
Scissors
Lined paper
Pencils
2 (6-sided) dice per small group of students
Unlined paper
Table or flat surface
1 (9-inch) white paper plate per student
4 brass paper fasteners per student
Glue sticks
Hole punches
1 sheet chart paper
Markers
1 small beanbag

Cooking Materials:

Stove
Large Pot
Large Spoon
Ladle
Small bowls
Spoons
Napkins

Ingredients:

1 C Peanut Butter 2 C Chicken Bouillon
½ C Tomatoes, chopped ¼ C Onions, chopped

Optional:

Computer with Internet access
Norfolk, Bobby and Sherry Norfolk. *Anansi and the Tug o' War*. Atlanta: August House, 2007.
Cleveland, Rob. *The Clever Monkey*. Atlanta: August House, 2006.

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Assessment Tools:

- “/ell/” Phonics worksheet
- “Copying Sentences” worksheet
- “Matching Letters and Sounds” worksheet
- “Turtle Parts” worksheet

INSTRUCTIONAL PLAN

Introduction:

Directions:

Teacher asks students to:

- Tell what they know about spiders.
- Name books, songs, TV shows, and movies about spiders.
- Tell what they know about turtles.
- Name books, songs, TV shows, and movies about turtles.

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.
- Reads story to students.

Questions for Assessing Students’ Comprehension:

- Who is the story about?
- Describe Anansi.
- Describe Turtle.
- What meal was Anansi eating when Turtle arrived?
- What is “the law of the jungle?”
- When Turtle sat down to eat, what did Anansi tell him to do?
- What did Anansi do when Turtle went to wash his hands?
- What sounds did Anansi make as he gulped down the food?
- What did Turtle pull out of his shell to keep his hands clean?
- How did Turtle feel when he left Anansi’s house?
- What did Turtle send Anansi in the mail?
- What problem did Anansi have getting to Turtle’s house?
- How did Anansi solve the problem of getting to Turtle’s house?
- What did Turtle tell Anansi to do with his jacket? What happened?

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Questions for Interpretation:

- How do you know Anansi is a spider?
- Why do you think Turtle chose to visit Anansi at dinnertime?
- How do you think Anansi felt when Turtle showed up at dinnertime?
- What would you have done if Turtle showed up at your house at dinnertime?
- Why did Anansi tell Turtle to wash his hands twice?
- Why is food all over Anansi's face? (Show picture on page 7.)
- Turtle had slippers in his shell. What else do you think he kept in his shell?
- What lesson did Turtle teach Anansi?
- Why is it important to share?

Language Arts:

• **Personification**

Materials:

Book, *Anansi and Turtle Go to Dinner*

Directions:

Teacher:

- Tells students that Anansi and Turtle resemble people in many ways.
- Reviews the text and illustrations with the students and asks how Anansi and Turtle resemble people in their actions and appearance. (Eating at a table, eating human food, using their hands, acting greedy...)

• **Make a Cooperative Map**

Materials:

Large poster board or roll of newsprint

Markers or crayons

Directions:

Teacher:

- Reminds students that the story takes place in the African jungle.
- Asks students what the African jungle looks like.
- Asks students how far away they think Anansi's house is from Turtle's house.
- Asks students what Anansi and Turtle might see as they walked from one house to the other.
- And students plan and draw a map to show where the story took place. The map should include Anansi's house and Turtle's house.

• **Innovation**

Directions:

Teacher:

- Asks students to think about how they might add on to the story.
- Suggests that the students tell about what happened the next time:
 - Anansi saw Turtle.
 - Anansi had a friend visit during dinnertime.

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Phonics:

• **/ell/ Phonics**

An activity for differentiated learning

Materials:

“/ell/” Phonics worksheet

“Copying Sentences” worksheet

Scissors

Lined paper

Pencils

Directions:

Teacher divides the class into three groups.

- Group A: Complete the “/ell/” Phonics worksheet. Students cut out the turtle, the letter strip, and the slits in the turtle’s shell. Students feed the letter strip into the slits in the shell. Students practice with a partner the /ell/ words created by pulling the strip through the opening.
- Group B: Complete the “/ell/” Phonics worksheet as per instructions for Group A. Copy all of the words on lined paper.
- Group C: Complete the “/ell/” Phonics worksheet as per instructions for Group A. Complete the “Copying Sentences” worksheet.
 1. I have a shell.
 2. That is a bell.
 3. You can tell me.
 4. I can sell it.
 5. Go to the well.

• **Matching Letters and Sounds**

Materials:

“Matching Letters and Sounds” worksheet

Scissors

Glue sticks

Directions:

1. Say the name of each picture.
2. Cut out the letters on the bottom of the worksheet.
3. Glue each letter next to the picture that begins with that sound.

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Math:

• **Spider: A Dice Game**

Materials:

2 (6-sided) dice per small group of students

Unlined paper

Pencils

Table or flat surface

Object of the Game: Be the first player to draw a spider, following the rules of the game.

Directions:

1. Each player starts with a blank paper.
2. Each gets a single roll of the dice per turn.
3. Player #1 rolls both dice. If either or both of the dice shows a “1” facing up, Player #1 draws a circle on his/her paper, representing the spider's body. Player #1 passes the dice to the next player.
4. Player #2 and all subsequent players try to roll a “1” so that they can draw the spider's body during their turn.
5. Once a player rolls a “1” on his/her turn, during that player's turn, he/she tries to roll a “2” (either on one die or by adding together the numbers on both dice). When a player rolls a “2”, he/she draws the spider's head.
6. Once a player rolls a “2”, he/she tries to roll a “3” (either on one die or by adding together the numbers on both dice). When a player rolls a “3”, he/she draws the first leg of the spider.
7. Play continues with each player trying to roll the number needed for each play. Numbers “3” – “10” represent the spider's legs.
8. The player who first completes the spider, wins.

Drama:

• **Interviewing**

Cast: Anansi, Turtle, Interviewer

Directions:

- Teacher divides class into groups of three.
- Teacher asks students to decide which role each group member will play. Students will pretend to be Anansi, Turtle, or an interviewer.
- Students brainstorm questions the interviewer could ask Anansi and Turtle.
 - Anansi, why didn't you share your food with Turtle?
 - Anansi, how did you feel when Turtle tricked you?
 - Turtle, how did you feel when Anansi tricked you?
 - Turtle, how did you decide which way to trick Anansi?
- Each group creates a skit and presents it to the class.

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Drama cont.:

• **Good Manners**

Directions:

- Teacher reminds students Turtle and Anansi both showed good manners and bad manners in this story.
- Teacher and students discuss how each character showed good manners.
 - Anansi: inviting Turtle in to dinner; having polite conversation; saying “Please;” taking off his jacket when asked to do so.
 - Turtle: having polite conversation; saying “Thank you;” washing his hands when asked to do so; sending Anansi an invitation; saying “Please.”
 - Teacher and students discuss how they each showed bad manners.
 - Anansi: tricking Turtle; gobbling the food so he didn’t have to share.
 - Turtle: tricking Anansi; eating the food while Anansi watched.
- Teacher tells students to form small groups and create a skit showing good manners and a skit showing bad manners.
- Students present their skits to the class.

Art:

• **Paper Plate Turtles**

Materials:

1 “Turtle Parts” worksheet per student
1 (9-inch) white paper plate per student
4 brass paper fasteners per student
Crayons
Glue sticks
Scissors
Hole punches

Directions:

Teacher tells students that Baird Hoffmire, the book’s illustrator, based his illustrations of Turtle on the several different turtles in the Family Pelomedusidae, commonly known as hidden-neck or side-neck turtles. These turtles are found in South America, Africa, and Madagascar. Many of the turtles in this family are actually brown in color, but the illustrator chose to make Turtle blue to remind the readers of water. In this activity, students can choose what color to make their own side-neck turtle.

1. Color in the legs, head, and tail on the “Turtle Parts” worksheet, then cut them out.
2. Color in the paper plate, which will be the turtle’s body.
3. Punch one hole for the head and four holes for the legs around the edge of the plate.
4. Punch a hole in the turtle body parts, where indicated by a small circle.
5. Attach the head and legs to the paper plate with brass fasteners.
6. Glue the tail between the two back legs.

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Cooking:

Teacher and students review what Anansi served for dinner (yams, peanut soup, rice and beans, and meat).

- **Easy Peanut Soup** YIELD: 20 sample size servings

Cooking Materials:

Stove
Large Pot
Large Spoon
Ladle
Small bowls
Spoons
Napkins

Ingredients:

1 C Peanut Butter 2 C Chicken Bouillon
½ C Tomatoes, chopped ¼ C Onions, chopped

Directions:

1. Combine peanut butter and bouillon in pot, over medium-low heat, stirring until peanut butter is dissolved. Simmer for 10 minutes.
2. Add tomatoes and onions. Simmer until onions are soft.
3. Ladle soup into bowls.

Extensions:

- **Make an A to Z list**

Materials:

1 sheet of chart paper
Markers

Directions:

Teacher:

- Divides the chart into two columns (the left column need only be wide enough to accommodate a list of single letters) and writes the alphabet vertically in the left column.
- Tells students they will create an “A to Z” list with the names of characters from stories they have read.
- Asks students where to write “Anansi” and “Turtle” on the list. Teacher records “Anansi” next to “A” and “Turtle” next to “T.”
- Asks students to name characters from other books to fill in the chart.
- Posts chart on the wall.
- And students maintain the list and add characters as the school year progresses.

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Extensions cont.:

• “Name 8” Game

Materials:

1 Small beanbag

Directions:

1. Teacher reminds students that spiders have eight legs.
2. Students form a circle and pass around a small beanbag.
3. Teacher stands outside the circle and calls out a category, (such as “animals in the African jungle”).
4. The student who is holding the beanbag and the next seven students clockwise must name an item in the category before the beanbag is passed around the circle two times. If students are successful, teacher may change the rule so that the items in the category must be named before the beanbag is passed around the circle one time.

• **Technology Connection**

Materials:

Computer with Internet access

Directions:

Teacher has pre-set the Internet to www.storycove.com.

Students:

- 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 Tug o’ War*

Book, *The Clever Monkey*

Directions:

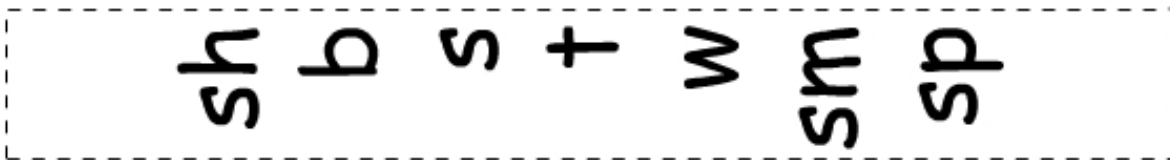
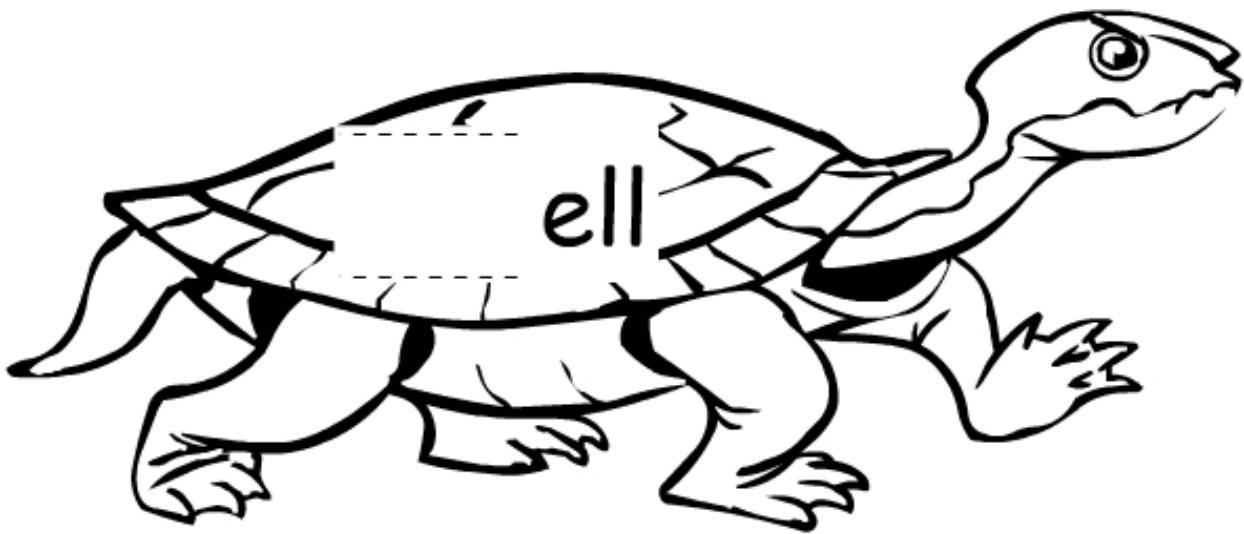
- Teacher reads *Anansi and the Tug o’ War* by Bobby and Sherry Norfolk. Students compare and contrast Anansi’s behavior in this book and in *Anansi and Turtle Go to Dinner*.
- Teacher reads *The Clever Monkey* by Rob Cleveland. Students compare and contrast this tale (which is also set in the African jungle) with *Anansi and Turtle Go to Dinner*. Both books feature themes of greed and sharing.

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Name _____ Date _____

/ell/ Phonics



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Name _____ Date _____

Copying Sentences

Directions: Copy the sentences.

1. I have a shell.

2. That is a bell.

3. You can tell me.

4. I can sell it.

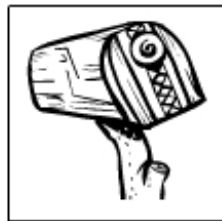
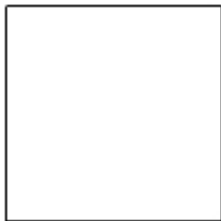
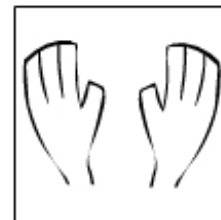
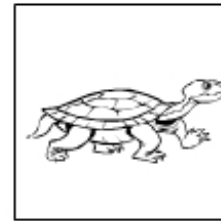
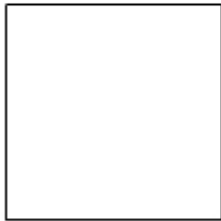
5. Go to the well.

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Name _____ Date _____

Matching Letters and Sounds



h	t	b
m	s	f

ANANSI AND TURTLE GO TO DINNER

Kindergarten

Name _____ Date _____

Turtle Parts

