

ANANSI AND TURTLE GO TO DINNER

Pre-Kindergarten

Outcome:

Students will demonstrate an understanding of the story through singing, drawing, role-playing, following directions, discussing, writing, and phonics.

Overview:

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

Materials:

Book, *Anansi and Turtle Go to Dinner*
Paper
Crayons
2 Posters, white
Scissors
Glue sticks
1 Large ball of yarn

Cooking Materials:

Knife
2 Baking sheets
Oven
Oven mitts
Paper plates
Napkins

Ingredients:

1 (16.5-ounce) Roll, Sugar Cookie Dough, refrigerated
8 Pretzel Sticks per student
2 Mini Chocolate Chips per student
Cinnamon Sugar in a container for sprinkling

Optional:

Computer with Internet access
Forest, Heather. *The Little Red Hen*. Atlanta: August House, 2006.

Assessment Tools:

“Animal Homes” worksheets
“Anansi’s Trip” worksheet
“Letter T” worksheet
“Making Spiders” worksheet

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INSTRUCTIONAL PLAN

Introduction:

Directions:

Teacher:

- Tells students they will be reading a story about a well-known African spider, named Anansi. (Ah-*nahn*-see)
- Asks students to each say a word that reminds them of spiders (web, legs, spooky....)
- Asks students to each say a word that reminds them of turtles (shell, slow, crawling....)
- And students sing “The Itsy Bitsy Spider.”

Teacher Reads the Story:

Materials:

Book, *Anansi and Turtle Go to Dinner*

Directions:

Teacher:

- Tells students that although Anansi is a spider, he does not always look like a spider.
- Reads the story and shows the illustrations.
- Pauses after sound effects and asks students to repeat the words with expression. (slurp, gobble, munch, crunch, splish, splash....)

Questions for Assessing Students’ Comprehension:

- Who is this story about?
- What meal was Anansi eating when Turtle came to visit him?
- Did Anansi want to share his dinner with Turtle?
- When Turtle sat down to eat, what did Anansi tell him to do? Why?
- Why did Turtle put slippers on his feet?
- How did Turtle feel when he left Anansi’s house?
- What did Turtle send Anansi in the mail?
- Where does Turtle live?
- 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?

Questions for Interpretation:

- How do you know that Anansi is a spider?
- How do you think Anansi felt when Turtle showed up at dinnertime?
- Would you have shared your dinner with Turtle?
- Why is it important to share?
- Why did Anansi tell Turtle to wash his hands?
- Why does Anansi have food all over his face? (Show picture on page 7.)

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Questions for Interpretation cont.:

- Turtle had slippers in his shell. What else do you think he kept in his shell?
- Do you think that Turtle was clever?
- What lesson did Turtle teach Anansi?

Music:

- **Singing and Creating Songs**

Directions:

- Teacher teaches students the song, “The Spider Spins a Web,” sung to the tune of “The Farmer in the Dell.”
 - The spider spins a web.
The spider spins a web.
Hi-ho the derry-o, the spider spins a web.
 - The spider catches prey.
The spider catches prey.
Hi-ho the derry-o, the spider catches prey.
 - The spider has eight legs.
The spider has eight legs.
Hi-ho the derry-o, the spider has eight legs.
 - Anansi ate the food.
Anansi ate the food.
Hi-ho the derry-o, Anansi ate the food.
- Teacher and students create additional verses for the song.

Language Arts:

- **Alike and Different**

Materials:

Paper

Crayons

Directions:

- Students draw a picture of a turtle and a spider.
- Teacher asks students how the turtle and the spider are alike.
- Teacher asks students how the turtle and the spider are different.

- **Reciting and Creating Poems**

Directions:

- Teacher shares the poem, “Little Miss Blair” (inspired by “Little Miss Muffet”).
 - Little Miss Blair sat in a chair
Eating her carrots and peas.
Along came a spider, who sat down beside her,
And said, “You have lovely knees!”

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Language Arts cont.:

Alike and Different cont.

Little Miss Blair sat in a chair
Eating her cherry pie
Along came a spider, who sat down beside her,
And all she could do was sigh.

Little Miss Blair sat in a chair
Eating a juicy pear
Along came a spider, who sat down beside her,
And said, "May I comb your hair?"

Little Miss Blair sat in a chair
Eating a scrambled egg.
Along came a spider, who sat down beside her,
And jumped on her foot and leg.

- Teacher and students create additional stanzas for the poem.

Drama:

• Role Play Good Manners

Directions:

Teacher:

- Asks students to pretend a friend has come over to their house at dinnertime. Teacher tells students to show how they would invite their friends to have dinner with them.
- Tells students that their friend's hands are dirty. Teacher tells students to show how they would ask their friend to wash his or her hands. Teacher asks students if they would start eating while their friend was washing his or her hands.
- Reminds students that Anansi did not want to share his dinner with Turtle. Teacher tells students to demonstrate with a partner how to share.

• "Simon Says"

Directions:

- Teacher asks students to show how:
 - A turtle moves.
 - A spider moves.
 - Anansi quickly ate all of the food.
- Teacher plays "Simon Says" with students incorporating the following directions:
 - Walk like a turtle.
 - Move like a spider.
 - Gobble up all of the food like Anansi.
 - Swim like a turtle.
 - Float like Anansi.
 - Try to sink to the bottom of the pond like Anansi.

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Science:

• **Animal Homes**

Materials:

“Animal Homes” worksheets

2 Posters, white

Crayons

Scissors

Glue sticks

Directions:

Teacher:

- Tells students that some animals live on land and other animals live in the water.
- Labels one poster “Water,” and the other poster “Land.”
- Divides the class in half.
- Tells one group to draw a pond or the ocean for aquatic animals to live in, on the poster labeled “Water.”
- Tells the remaining group to draw grass, trees, and other land features for the land animals, on the poster labeled “Land.”
- Cuts the “Animal Homes” worksheets into sections with only one animal per section and gives each student a section. (Depending on the number of students in the class, the teacher may use more than one copy of the worksheets, so that each student receives an animal.)

Students:

- Color and cut out the animal.
- Taking turns, show their animals to the class.

Teacher asks the class to name the animal and tell if the animal lives on land or in water.

(Teacher may ask where on the land or in the water the animal lives.)

Students glue the animals on the appropriate poster.

Teacher asks students to name other animals not pictured, and to tell where they live.

Pre-Writing:

• **Anansi’s Trip**

Materials:

“Anansi’s Trip” worksheet

Crayons

Directions:

Students trace over the dotted lines to show how Anansi went to Turtle’s house and then back home.

Phonics:

• **Letter T**

Materials:

“Letter T” worksheet

Crayons

Directions:

Turtle begins with the letter “T.” Circle the pictures that begin with “T” as in /turtle/.

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Art:

• **Making Spiders**

Materials:

“Making Spiders” worksheet

Scissors

Glue sticks

Crayons

Directions:

Teacher:

- Tells students that they are going to make a spider. The number eight is the spider’s body and the strips on the worksheet are the spider’s legs.
- Asks how many legs a spider has.

Students:

- Count the legs on their worksheet.
- Color in the number 8 and the eight legs on the worksheet.
- Cut out the large number 8 and the eight legs on the worksheet.
- Fold each leg back and forth, (length-wise), accordion style.
- Glue the legs on the back of the number 8.
- Count the legs on their spiders.

Cooking:

• **Spider Cookies** YIELD: 16 cookies

Materials:

Knife

2 Baking sheets

Oven

Oven mitts

Paper plates

Napkins

Ingredients:

1 (16.5-ounce) Roll Sugar Cookie Dough, refrigerated

8 Pretzel Sticks per student

2 Mini Chocolate Chips per student

Cinnamon Sugar in a container for sprinkling

Directions:

1. Teacher gives each student a ½-inch slice of cookie dough on a paper plate.
2. Students place 2 mini chocolate chips on one side of the circle, to represent the spider’s eyes.
3. Students press the 8 pretzel sticks into the sides of the cookie slice, to represent the spider’s legs.
4. Teacher bakes cookies according to package directions.

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Extensions:

• **Spinning a Spider Web**

Material:

1 Large ball of yarn

Directions:

1. Students sit in a circle, each separated by a foot of space from his or her neighbor.
2. Teacher gives the first student the ball of yarn and tells that student to hold one end of the yarn and roll the yarn across the circle to a classmate.
3. Teacher reminds first student to continue to hold the end of the yarn throughout the activity.
4. The student who receives the ball of yarn from the first student holds onto the string of yarn and rolls the ball of yarn to a different student on the other side of the circle.
5. Each student, after receiving the ball of yarn, holds onto the string and rolls the ball across to another student who has not yet received the yarn.
6. When all students are holding a piece of yarn, the teacher tells them to carefully place their piece of yarn on the ground, stand up, and take one step back.
7. Students observe the spider web that they have created.

• **Technology Connection**

Materials:

Computer with Internet access

Directions:

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

Students:

- View the animation for *Anansi and Turtle Go to Dinner* narrated by one of the authors.
- Are asked to 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.
- Are asked to 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, *The Little Red Hen*

Directions:

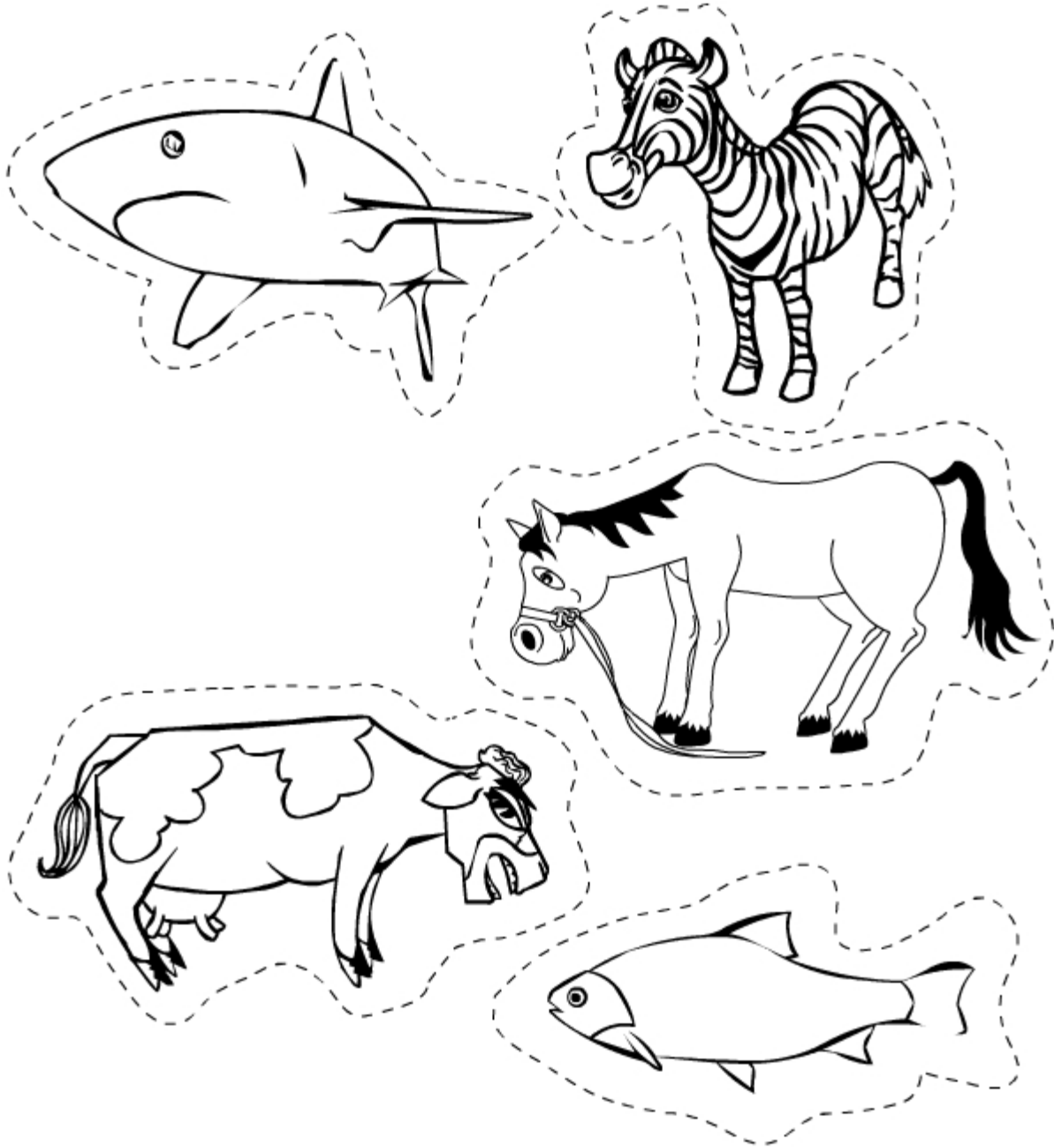
Teacher reads *The Little Red Hen* by Heather Forest. Teacher helps students compare and contrast the theme of sharing in *The Little Red Hen* with *Anansi and Turtle Go to Dinner*.

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Name _____ Date _____

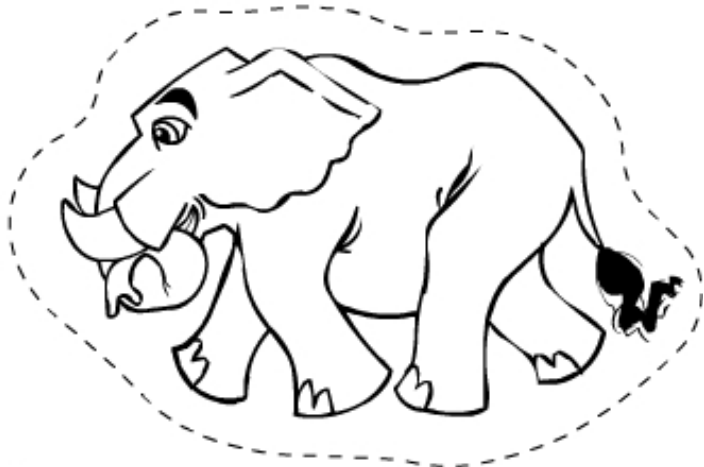
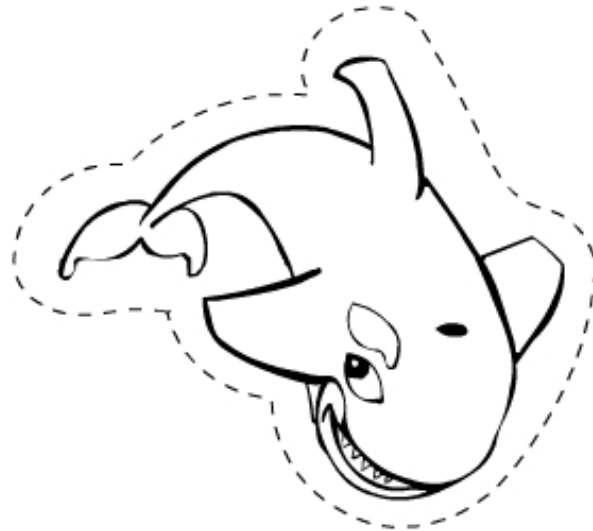
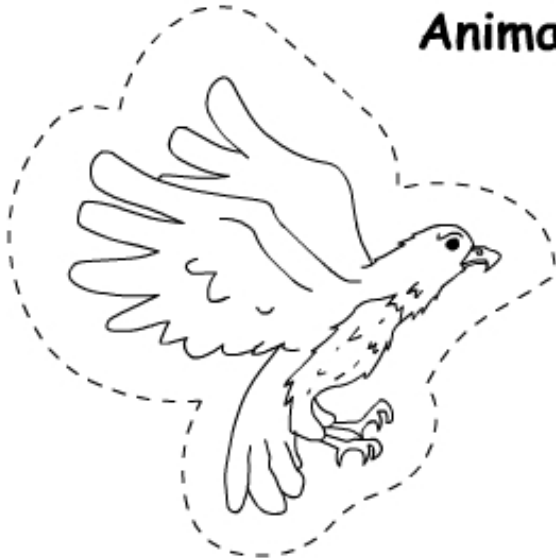
Animal Homes



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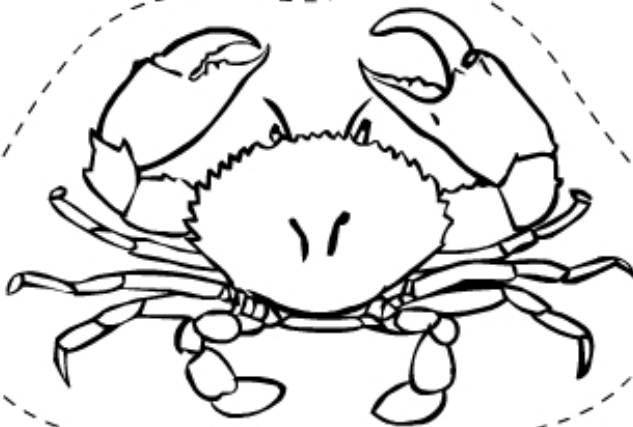
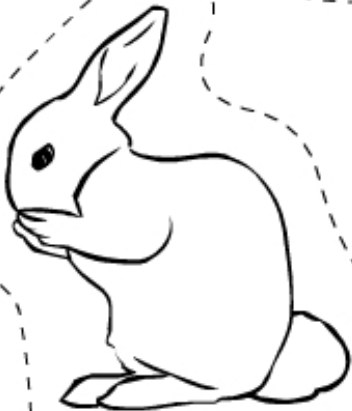
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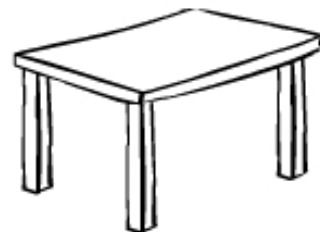
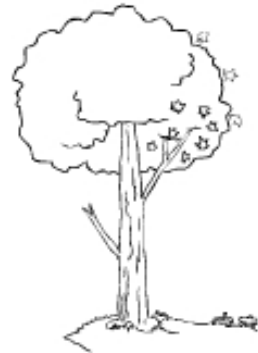
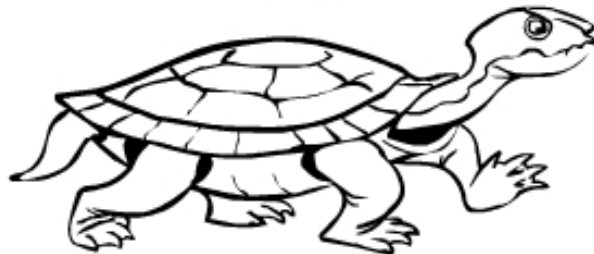


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Making Spiders

