

ANANSI GOES TO LUNCH

Pre-Kindergarten

Outcome:

Students will demonstrate an understanding of the story through phonics, writing, coloring, counting, role playing, public speaking, and movement.

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*

Crayons

Paper

Liquid tempera paint mixed with dish-washing detergent (to make clean up easier)

One 6-inch piece of string per student

Shallow wide-mouth jars

Small, 7-inch, white paper plates

Black construction paper cut into 1-inch wide, 12-inch long strips (eight strips per student)

Glue sticks

Black markers

One 24-inch piece of string per student

Smocks

One long piece of string (2 feet per student)

One ring to slide on string

Optional:

Norfolk, Bobby and Sherry. *Anansi and the Pot of Beans*. Atlanta: August House, 2006.

Assessment Tools:

“Starts with the Letter H” worksheet

“Biggest/Smallest” worksheet

“Numbers” worksheet

“Anansi’s Journey” worksheet

INSTRUCTIONAL PLAN

Introduction:

Directions:

1. Teacher reviews body parts with students. (Head, shoulders, eyes, ears, mouth, nose, elbow, wrist, hand, fingers, waist, hips, thighs, knees, legs, feet, toes)
2. Teacher leads students in the song, “Head, Shoulder, Knees and Toes” with accompanying hand motions, touching the named body parts.

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Introduction cont.:

Head, shoulders, knees, and toes, knees, and toes.

Head, shoulders, knees, and toes, knees, and toes.

Eyes, and ears, and mouth, and nose.

Head, shoulders, knees, and toes, knees, and toes.

3. Teacher continues the song with accompanying hand motions, changing the third line (Waist, and hips, and thighs, and nose) and touching the named body parts: SEE ABOVE – STEP #2.
4. Teacher and students create new verses of the song with other body parts.
5. Teacher leads a game of “Simon Says” asking students to touch or tap the body parts listed in Step 1.

Teacher Reads the Story:

Materials:

Book, *Anansi Goes to Lunch*

Directions:

Teacher:

- Tells students that they are going to listen to a story about a famous spider from Africa named Anansi. (Ah-*nahn*-see)
- Asks students if they have ever heard any other stories about Anansi.
- Tells students that although Anansi is a spider, he may not look like a familiar spider.
- Tells students to look carefully at the illustrations for clues that Anansi is a spider.
- Tells students to listen carefully to find out which body part is an important part of the story.

Discussion Questions for Assessing Students’ Comprehension:

- Who is the story about?
- What kind of creature is Anansi? How can you tell by looking at the illustrations?
- To what event did Hippo invite Anansi?
- What did Anansi say?
- What did Anansi do with the piece of string? Why?
- To what event did Elephant invite Anansi?
- Name some of the American foods.
- What did Anansi do with the piece of string? Why?
- Who was the last animal Anansi met?
- What did Zebra ask Anansi?
- What did Anansi say?
- Should Anansi have said yes to another lunch? Why or why not?
- What happened when all three animals pulled the string at once?
- What lesson did Anansi learn?
- Have you ever been invited to a friend’s home for lunch?
- Have you ever invited someone to your home for lunch?
- If you wanted to tell someone that lunch was ready, what would you do?
- If you were invited to lunch but had already made plans, what would you say?
- Which body part was an important part of the story?

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Phonics:

- **Starts with the Letter H**

Materials:

“Starts with the Letter ‘H’” worksheet

Crayons

Directions:

Hippo begins with the letter “H.” Students color in the pictures that begin with the letter “H” as in ‘Hippo.’

Language Arts

- **Biggest/Smallest**

Materials:

“Biggest/Smallest” worksheet

Green and yellow crayons

Directions:

Students color the biggest object in each group yellow. Students color the smallest object in each group green.

Math:

- **Counting**

Materials:

“Numbers” worksheet

Crayons

Directions:

Students circle the correct number of objects in each box. Then students trace over the dotted lines to write the numbers.

Dramatic Arts:

- **Animals’ Voices**

Teacher:

1. Asks students what they think each of the animal’s voices sounds like.
2. Reminds students that Hippo *bellowed*, “Good day, Anansi!” Teacher asks students what “bellow” means and then teacher demonstrates. Teacher asks the students to all bellow, “Good day, Anansi!”
3. Asks students what they think Anansi’s voice sounds like when he says, “...I’ll come running - and I’ll bring my appetite!” Teacher asks students to repeat the sentence as they think Anansi said it.
4. Asks students what they think Elephant’s voice sounds like. Teacher asks students to say the following sentences in the way that they think Elephant said them.
 - “Hello, Anansi! I’m glad to see you.”
 - “Good thinking, Anansi! I’ll be pulling the string soon!”
5. Asks students what they think Zebra’s voice sounds like. Teacher asks students to say the following sentences in the way that they think Zebra said them.
 - “Hey Anansi! I’m having a lunch party...”
 - “Can you join us?”

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Dramatic Arts cont.:

Animals' Voices cont.

6. Asks students to say the following sentences in the way that they think Anansi said them.
 - "I wouldn't miss it for anything!"
 - "What a great day! Three lunch invitations and all my favorite foods!"
 - "Oh boy, time to eat!"
 - "I guess it's not such a good idea to be so greedy!"

• Role Play

Directions:

1. Teacher asks students what they would say if they wanted to invite a friend over for lunch.
2. Teacher asks students what they would say if a friend invited them over for lunch.
3. Teacher asks students what they would serve for lunch if they were inviting a friend over.
4. Teacher divides students into small groups.
5. Students practice inviting and accepting an invitation for lunch.

Pre-Writing:

• Anansi's Journey

Materials:

"Anansi's Journey" worksheet

Crayons

Directions:

Students use a crayon to trace along the dotted lines and follow Anansi's path to the market.

Art:

• String Painting

Materials:

Paper

Liquid tempera paint mixed with dish-washing detergent (to make clean up easier)

Pieces of 6-inch string, (one per student)

Shallow wide-mouth jars

Smocks

Directions:

Note: Paint should be mixed to a consistency such that it won't drip, but is not too thick. Paint can be poured into jars.

1. Teacher tells students that Anansi tied string around his waist so that he would know when lunch was ready. Anansi also likes to paint with string.
2. Teacher tells students to each dip a piece of string into a jar of paint, keeping one end free of paint. (To have a clean part of the string to hold)
3. Students drag the string across the paper to make a design.
4. ALTERNATE:
Students hold one end of string in each hand and drag the middle of the string through the paint, then make a design on the paper, using both hands.

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Art cont.:

• **Paper Plate Spiders**

Materials:

Small, 7-inch, white paper plates

Black construction paper cut into 1-inch wide, 12-inch long strips (eight per student)

Glue sticks

Black markers

One 24-inch piece of string per student

Directions:

1. Teacher gives each student one paper plate, 8 black strips of paper, a black marker, and a glue stick.
2. Students fold each strip of paper back and forth, accordion style, to make the spider's legs.
3. Students glue spider legs around the edges of the paper plate.
4. Students draw two eyes on the plate with marker.
5. Teacher pokes two holes (for hanging the project) in the middle of the top of each plate and threads string through the holes.
6. Teacher hangs spiders in the classroom.

Movement:

• **Ring on a String**

Materials:

One long piece of string (2 feet per student)

One ring to slide on string

Directions:

1. Teacher places the ring on the string so that it can slide back and forth.
2. Teacher ties the ends of the string together to form a large circle.
3. Students stand in a circle, each holding part of the string with two hands.
4. Students lift and lower the string to discover how to make the ring slide. Teacher discusses with students how the ring will slide from a higher place to a lower place but not from a lower place to a higher place.
5. One student is chosen to be the "guesser" and stands in the middle of the circle.
6. The other students work cooperatively to pass the ring around the circle, (sliding it along the string under their hands), so that the guesser can not see where the ring is.
7. The guesser is given 3 chances to guess where the ring is.
8. The guesser then changes place with the person who had the ring under his/her hands.
9. Teacher asks students why string was a very important part of the story.

Extension Activity:

• **Another Anansi Story**

Teacher reads *Anansi and the Pot of Beans* by Bobby and Sherry Norfolk. Teacher tells students that in many African tales, Anansi is a trickster character (playing tricks on other animals). In both *Anansi Goes to Lunch* and *Anansi and the Pot of Beans*, Anansi is portrayed more as a fool than a trickster. Compare and contrast how Anansi acts in both of these stories.

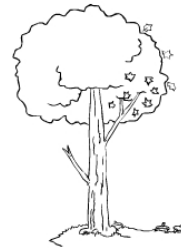
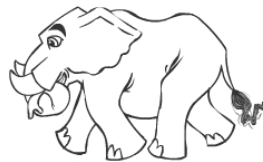
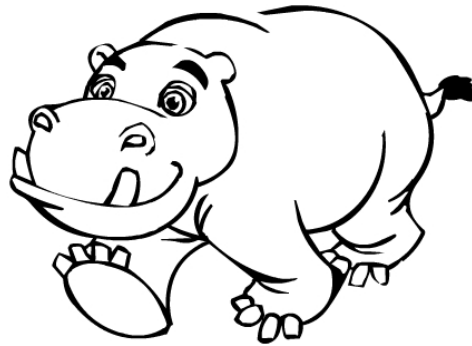
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Name _____ Date _____

Letter "H"

H



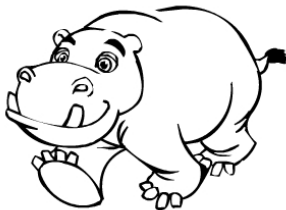
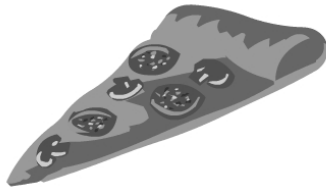
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Name _____ Date _____

Biggest/Smallest

Directions: Color the biggest object in each group yellow. Color the smallest object green.



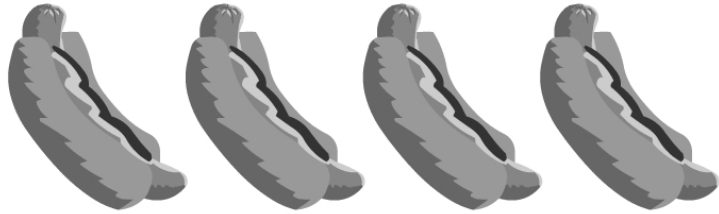
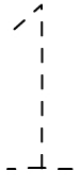
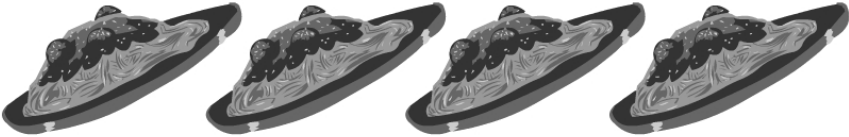

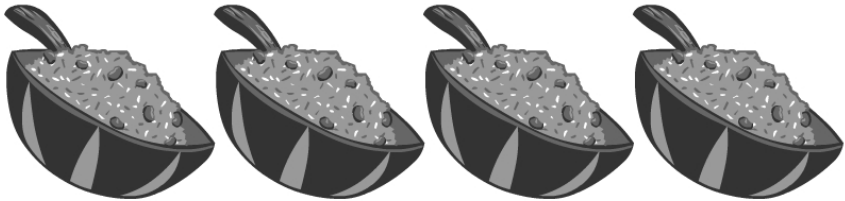


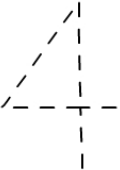
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Name _____ Date _____

Numbers

Directions: Circle the correct number of objects in each box. Then trace over the dotted lines to write the numbers.

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Name _____ Date _____

Anansi's Journey

