

**ABOUT THE
BOOK**

GUIDED READING:
K

LEXILE LEVEL:
630L

**CHARACTER
TRAITS:**
Citizenship
Resourcefulness
Responsibility

REGION:
Africa

ISBN:
978-0-874838-52-7

**COMMON CORE
STANDARDS**

NOTE:
Find correlating
Common Core
Standards at the
head of each activity
section.

Anansi Goes to Lunch

Written by Bobby and Sherry Norfolk

Outcome

Students will demonstrate an understanding of the story through discussion, phonics, reading, writing, drawing, and public speaking.

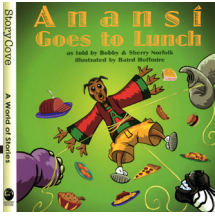
Overview

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

Materials

General

- Book, *Anansi Goes to Lunch*
- World map or globe
- Pencils
- Lined paper
- Markers or crayons
- Blackboard or Whiteboard
- String cut into 12-inch lengths (1 per student)
- Small sturdy cardboard rolls, such as rolls from toilet paper (1 per student)
- Tempera paint



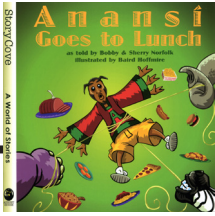
Anansi Goes to Lunch

First Grade

- White glue
- Paint brushes
- Unlined paper
- Scissors
- Paper bowls for glue
- One 8-inch square of cardboard per student
- One 6-foot length of black string or yarn per student
- Tape

Optional: Extension Activities

- Hamilton, Martha and Weiss, Mitch. "Turtle Returns a Favor." *Through the Grapevine*. Little Rock: August House 2001. 82-85.
- Forest, Heather. "Blinded by Greed." *Wisdom Tales From Around the World*. Little Rock: August House 1996. 29.



Anansi Goes to Lunch

First Grade

Assessment Tools

- “Consonant Blends” worksheet
- “Beginning Consonants” worksheet
- “Rhyming Words” worksheets A and B
- “ABC Order” worksheet
- “Spider Shape Poem” worksheet
- “Adding Foods” worksheet

Table of Contents

Introduction • 4

Discussion Questions • 6

Language Arts • 8

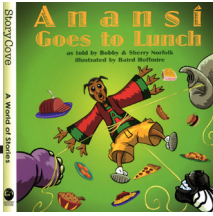
Phonics • 11

Math • 12

Dramatic Arts • 13

Art • 14

Extension Activity • 16



Anansi Goes to Lunch

First Grade

Introduction

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.5:

Text types

CCSS.ELA-LITERACY.

SL.1.1/

CCSS.ELA-LITERACY.

SL.1.5:

Collaborative

conversations, additional
details

Introducing the Story

Materials:

- Paper
- Crayons

Directions:

- Teacher asks students:
 - A. What the word 'greed' means. (An excessive desire, especially for food or wealth.)
 - B. If they have ever been greedy.
 - C. If they know any stories about greedy people or animals.
 - D. What the following sayings mean:
 - You want to have your cake and eat it, too.
 - Give him an inch and he'll take a yard.
- Teacher tells the students the following African proverb: "There's enough in the world for everyone's need, but not enough for everyone's greed."
- Teacher asks students to illustrate the proverb.
- Students share their drawings with the class.

Teacher Reads the Story

Materials:

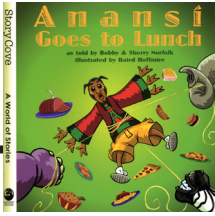
- Book, *Anansi Goes to Lunch*
- World map or globe

COMMON CORE STANDARDS

ELAC1RL7 CCSS.ELA-

LITERACY.RL.1.7:

Illustrations and details

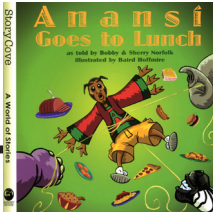


Anansi Goes to Lunch

First Grade

Directions:

- Teacher tells students that they're going to listen to a story about a famous spider from Africa named Anansi. ("Ah-nahn-see")
- Shows Africa on world map or globe.
- Asks students if they have 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.
- Distributes books so that students can follow along or take turns reading pages aloud.



Anansi Goes to Lunch

First Grade

Discussion Questions

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.1:

Key details

CCSS.ELA-LITERACY.

RL.1.2:

Retell stories, key details

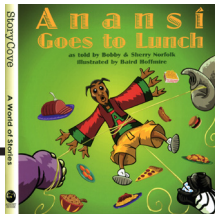
CCSS.ELA-LITERACY.

RL.1.3:

Characters, settings,
events

For Assessing Comprehension

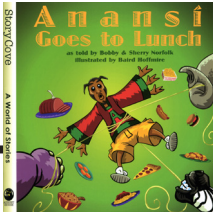
- Where does the story take place? How do you know?
- Who is the main character?
- What kind of creature is Anansi?
- Who is the first animal that Anansi met on the way to the market?
- What does Hippo ask Anansi?
- How does Anansi respond?
- What kind of food is Hippo serving at his lunch party?
- What does Anansi pull out of his pocket?
- What does Anansi do with the string?
- Anansi said that he would 'bring his appetite.' What does that mean?
- Anansi's 'mouth watered' when he thought about the African food. What does that mean?
- Who is the second animal that Anansi met?
- What does Elephant ask Anansi?
- What does Anansi say? What would have been a polite answer?
- Have you ever been invited to several events on the same day at the same time? What did you do?
- What kind of food was Elephant having at his house?
- What did Anansi tell Elephant to do when the food was ready?
- Who was the third animal that Anansi met?
- What kind of food was Zebra serving for lunch?
- What did Anansi do with the string?



Anansi Goes to Lunch

First Grade

- What happened when the string was first pulled?
- What happened when the string was pulled in three different directions?
- What happened to Anansi's waist?
- What lesson did Anansi learn? How can you apply that lesson to your life?
- What do you think Anansi did the next time he had two or more invitations at the same time?
- Why is greed a big part of this story?



Anansi Goes to Lunch

First Grade

Language Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.2.D:

Conventional spelling

CCSS.ELA-LITERACY.

RF.1.3:

Characters, settings,
events

CCSS.ELA-LITERACY.

RL.1.1.J:

Complete sentences

CCSS.ELA-

LITERACY.L.1.2:

Conventions of standard
English

Rhyming Words (Differentiated Learning)

Materials:

- “Rhyming Words” worksheets A and B
- Pencils
- Lined paper

Directions:

- Teacher divides the class into three groups.

Group A

- Students complete “Rhyming Words” worksheet A.
- Students say each pair of words aloud.
- Students circle each pair that rhymes.

Group B

- Students complete “Rhyming Words” worksheet B.
- Students say each pair of words aloud.
- Students circle each pair that rhymes.

Group C

- Students complete “Rhyming Words” worksheet B.
- Students write three sentences using at least one pair of rhyming words in each sentence.

COMMON CORE STANDARDS

ELACCL1k CCSS.ELA-

LITERACY.L.1.K:

Appropriate spacing

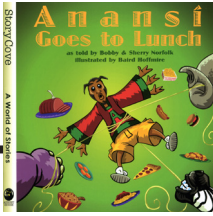
ABC Order

Materials:

- “ABC Order” worksheet
- Pencils

Directions:

- Students write the list of story words in alphabetical order.



Anansi Goes to Lunch

First Grade

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.7:

Illustrations and details

CCSS.ELA-LITERACY.

RL.1.5:

Text types

CCSS.ELA-LITERACY.

SL.1.1/

CCSS.ELA-LITERACY.

SL.1.5:

Collaborative

conversations, additional
details

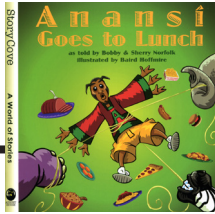
African Proverbs

Materials:

- Paper
- Markers or crayons

Directions:

- Teacher informs students that proverbs are a way that African people (and people from many countries) teach lessons to their children.
- Teacher discusses the meanings of the following proverbs with students: African Proverbs:
 - A. No one can perform a celebration by himself.
 - B. A ripe melon falls by itself.
 - C. Having a good discussion is like having riches.
 - D. When the drum beat changes, the dance changes.
 - E. Do not look where you fell but where you slipped.
 - F. Even the highest eagle comes down from the treetops to rest.
 - G. It takes an entire village to raise a child.
- Students each choose a proverb to illustrate.
- Students show their illustrations to the class and classmates try to guess which proverb they illustrated.
- Teacher tells students that African art often teaches a lesson and that by drawing these illustrations, they have created African art.



Anansi Goes to Lunch

First Grade

COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.1.1.E:
Verbs
ECCSS.ELA-
LITERACY.L.1.1.F
-adjectives

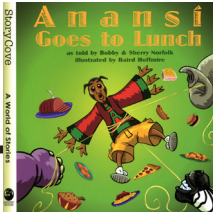
Spider Shape Poems

Materials:

- “Spider Shape Poem” worksheet
- Pencils
- Blackboard or Whiteboard

Directions:

- Teacher asks students to think of words that describe spiders (adjectives and verbs). Teacher writes these words on the board.
- Tells students to write the word “spider” in the center of the spider’s body.
- Tells students to write one descriptive word about spiders on each spider leg.



Anansi Goes to Lunch

First Grade

Phonics

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.1.2.B:

Phonemes

Consonant Blends

Materials:

- “Consonant Blends” worksheet
- Pencils

Directions:

- Students draw a line from the picture to the blend that begins the word.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.1.2.C:

Initial, medial, and final
sounds

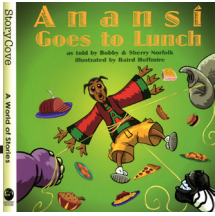
Beginning Consonants

Materials:

- “Beginning Consonants” worksheet
- Pencils

Directions:

- Students look at each picture and say each word.
- Students fill in the missing beginning consonant for each word.



Anansi Goes to Lunch

First Grade

Math

COMMON CORE STANDARDS

CCSS.MATH.

CONTENT.1.OA.C.6:

Add and subtract using
pictures

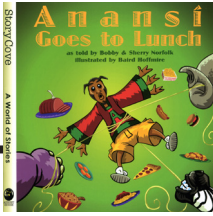
Adding

Materials:

- “Adding Foods” worksheet
- Pencils

Directions:

- Teacher tells students that Anansi went to the market to get fruits and vegetables for dinner.
- Students look at the Market price list and add the cost of each item to find out how much Anansi spent at the market.



Anansi Goes to Lunch

First Grade

Dramatic Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.5:

Text types

CCSS.ELA-LITERACY.

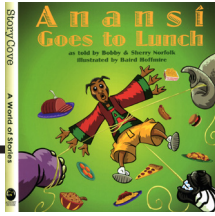
SL.1.1 :

Collaborative
conversations

Create a “Pourquoi” Story

Directions:

- Teacher informs students that they are going to be creating pourquoi (“pour kwa”) stories. These stories answer the questions how and why. Pourquoi stories explain why an animal, plant, or natural object looks or acts the way that it does.
- Asks what the story, *Anansi Goes to Lunch* explains. (tells why a spider has a small waist)
- Teacher divides the class into small groups and tells students to choose a topic for their pourquoi stories and to create a skit to show to the class.
 - I. Possible topics:
 - li. Why a spider has 8 legs
 - lii. Why spiders weave such intricate webs
 - Iv. Why zebras have stripes
 - V. How elephants got their long trunks
 - Vi. Why a cat’s eyes glow in the dark
 - Vii. Why roses have thorns
 - Viii. How giraffes got their long necks
 - Ix. Why dogs chase cats



Anansi Goes to Lunch

First Grade

Art

String Prints

Materials:

- One 12-inch length of string per student
- Small sturdy cardboard rolls (such as rolls from toilet paper)
- Tempera paint
- White glue
- Paint brushes
- Paper Scissors
- Paper bowls for glue

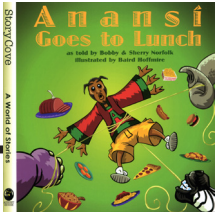
Directions:

- Students dip yarn into bowl of glue.
- Wrap glue covered string onto cardboard tube. Press string so that it sticks to tube.
- Stand tube on its end and allow it to dry.
- Using a paintbrush, paint the yarn so that it is covered with paint.
- Roll the painted roller on paper to make a design.

Cardboard Spider Webs

Materials:

- One 8-inch square of cardboard per student
- One 6-foot length of black string or yarn per student
- Scissors
- Tape

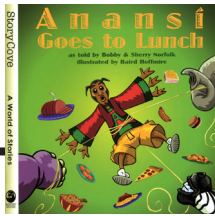


Anansi Goes to Lunch

First Grade

Directions:

- Students cut slits $\frac{1}{2}$ inch deep around the sides of the cardboard about two inches apart.
- Tape a piece of string onto the back of each card.
- Pull the string through one slit.
- Cross the string over the front of the square and feed it through a slit. Repeat again and again.
- Continue to weave the string until it looks like a spider web.
- Tape the loose end of the string to the back of the cardboard.



Anansi Goes to Lunch

First Grade

Extension Activity

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.9:

Compare and contrast

Compare and Contrast

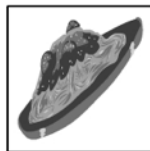
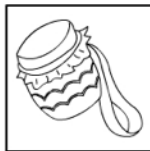
Directions:

- Teacher reads “Turtle Returns a Favor” on pages 82-85 in *Through the Grapevine* by Martha Hamilton and Mitch Weiss.
 - This is another tale that tells of Anansi’s greed.
 - Although it is the custom of his people to never turn a visitor away, Anansi didn’t want to share his dinner with Turtle, who had come to visit him.
 - Anansi shows his trickster side as he avoids sharing with Turtle.
 - Turtle tricks Anansi and shows him what it’s like to go home hungry.
 - Compare and contrast the two Anansi tales of the Ashanti (Ah-shan-tee) people of Ghana.
- Teacher reads “Blinded by Greed” on page 29 in *Wisdom Tales from Around the World* by Heather Forest.
 - This Taoist parable tells of a thief who is blinded by his greed and could not see that he was making a bad decision.
 - Compare the concept of greed in this tale and in *Anansi Goes to Lunch*.

Name _____ Date _____

Consonant Blends

Directions: Draw a line from the picture to the blend that begins the word.



sp

fl

str

gl

st

dr

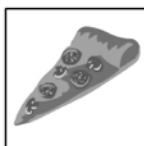
sp

sn

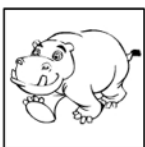
Name _____ Date _____

Beginning Consonants

Directions: Look at each picture. Say each word. Fill in the missing beginning consonants for each word.



__izza



__ippo



__eans



__elon



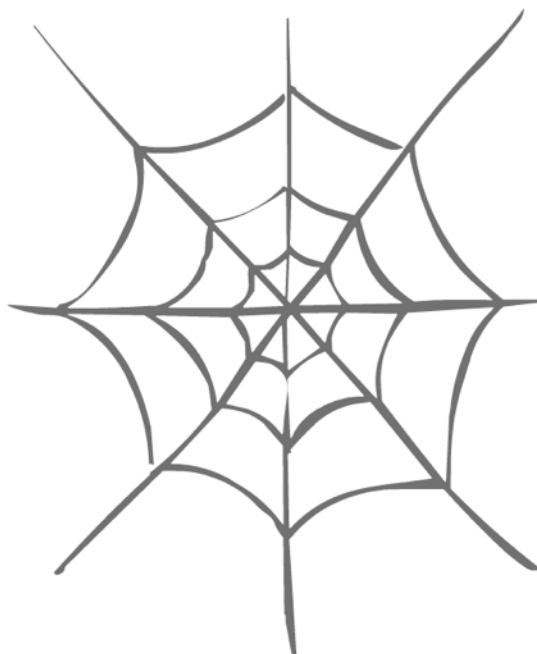
__eatballs



__ebra



__ot dog



__ie



Name _____ Date _____

Rhyming Words

Worksheet A

Directions: Say each pair of words aloud. Circle each pair that rhymes.

run
fun

way
day

do
go

soon
moon

string
ring

shop
pop

come
came

back
sack

bags
begs

drool
fool

home
hem

pull
bull

same
came

food
fed

saw
paw



Name _____ Date _____

Rhyming Words

Worksheet B

Directions: Say each pair of words aloud. Circle each pair that rhymes.

food
mood

shop
pop

work
walk

mouse
house

meal
seal

do
go

food
fed

roast
toast

lunch
bunch

run
ran

nice
rice

soon
moon

friend
send

mouth
south

bags
begs

beans
jeans

pull
bull

one
won

string
ring

drool
fool

back
sack

big
bug

come
came

home
hem

saw
paw



Name _____ Date _____

ABC Order

Directions: Write the list of story words in alphabetical order.

Hippo _____

Zebra _____

Elephant _____

string _____

pizza _____

vegetables _____

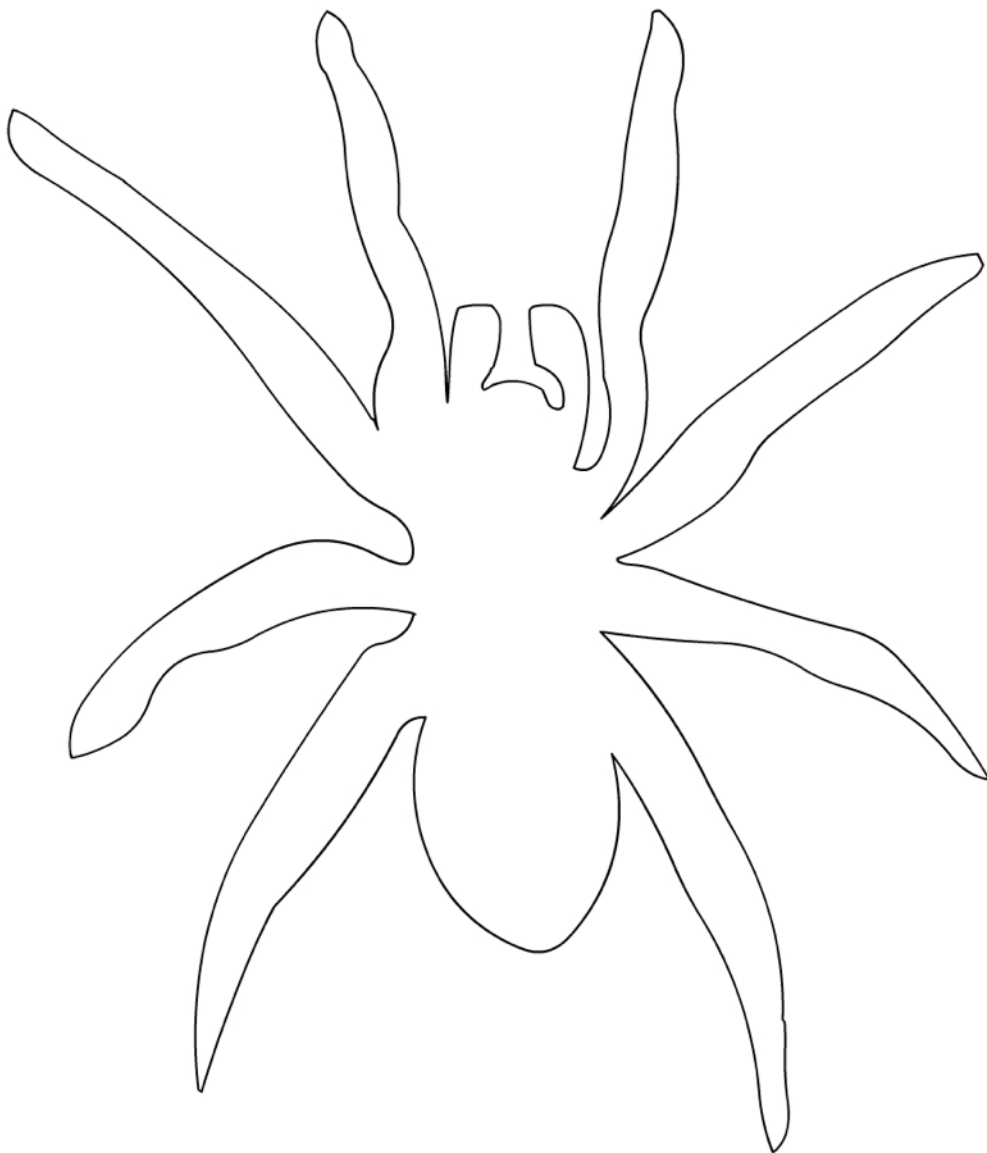
rice _____

beans _____

Name _____ Date _____

Spider Shape Poem

Directions: Write "spider" in the center of the spider's body. Write one word that describe spiders on each of the spider's legs.



Name _____ Date _____

Adding Foods

Directions: Anansi went to the market to get fruits and vegetables for dinner. Look at the Market price list and add the cost of each item to find out how much Anansi spent at the market.

					
Squash \$1	Tomatoes \$1	Yam \$3	Melon \$2	Pineapple \$3	Bunch Bananas \$3

$$\text{Squash} + \text{Melon} + \text{Yam} = \$ \underline{\hspace{2cm}}$$

$$\text{Pineapple} + \text{Pineapple} + \text{Tomatoes} = \$ \underline{\hspace{2cm}}$$

$$\text{Bananas} + \text{Melon} + \text{Pineapple} = \$ \underline{\hspace{2cm}}$$

$$\text{Squash} + \text{Yam} + \text{Melon} + \text{Bananas} = \$ \underline{\hspace{2cm}}$$

$$\text{Pineapple} + \text{Bananas} + \text{Melon} + \text{Squash} = \$ \underline{\hspace{2cm}}$$