

Anansi and the Sky Kingdom

an audiobook by Bobby & Sherry Norfolk
illustrated by Raine Bellamy

ABOUT THE BOOK

GUIDED READING:
1

LEXILE LEVEL:
570L

CHARACTER
TRAITS:
Courage
Resourcefulness
Citizenship

REGION:
Africa

ISBN:
978-0-874838-81-7

COMMON CORE STANDARDS

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

Anansi and the Sky Kingdom

Written by Bobby and Sherry Norfolk

Outcome

Students will demonstrate an understanding of the story through discussing, writing, predicting, drawing, and acting.

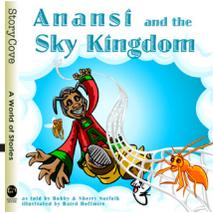
Overview

Students will read and explore a folktale from Africa while utilizing interdisciplinary connections in science, language arts, math, visual arts, dramatic arts, and character education.

Materials

General

- Book, *Anansi and the Sky Kingdom*
- Blackboard or Whiteboard
- Chalk or dry erase markers
- Picture books about spiders and spider webs
- 2 (1 Lb) packages of spaghetti that has been cooked and cooled
- Spoon
- Large zip-lock bag for each student
- White glue
- Pencils
- Unlined paper
- Large bowl



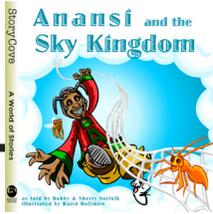
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- World map or globe
- Long sheet of paper or end roll of newsprint
- Crayons or markers
- 20 Blank index cards for every 2 students
- Lined paper
- Yardsticks
- Large sheets of unlined paper

Optional: Extension Activities

- Computer with Internet access
- Norfolk, Bobby and Sherry Norfolk. *Anansi and the Pot of Beans*. Atlanta: August House, 2006.
- Norfolk, Bobby and Sherry Norfolk. *Anansi Goes to Lunch*. Atlanta: August House, 2007.
- Norfolk, Bobby and Sherry Norfolk. *Anansi and the Tug o' War*. Atlanta: August House, 2007.
- Norfolk, Bobby and Sherry Norfolk. *Anansi and Turtle Go to Dinner*. Atlanta: August House, 2008.
- Other books with Anansi stories
- Norfolk, Bobby. *Anansi Time* CD. Little Rock: August House Audio, 1999.
- Cleveland, Rob. *The Archer and the Sun*. Atlanta: August House, 2008.
- CD player

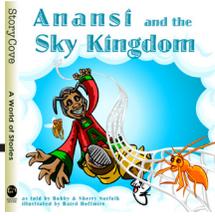


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First Grade

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Introduction

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.1.1:

Collaborative
conversations

CCSS.ELA-LITERACY.

RI.7:

Illustrations and details

CCSS.ELA-LITERACY.

RL.1.9:

Compare and contrast

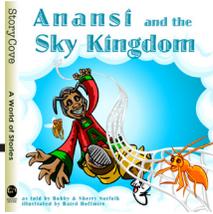
Introducing the Story

Materials:

- Blackboard or Whiteboard
- Chalk or dry erase markers
- Picture books about spiders and spider webs
- 2 (1 Lb) packages of spaghetti that has been cooked and cooled
- Spoon
- Large zip-lock bag for each student
- White glue
- Pencils or markers
- Unlined paper
- Large bowl

Directions:

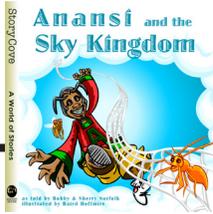
- Teacher asks students what they know about spiders and spider webs.
- Shares the following information with students, as appropriate:
 - There are about 30,000 different kinds of spiders in the world.
 - Spiders come in many colors including black, brown, white, gray, red, yellow, green, and orange.
 - Spiders are not insects. They belong to a group called arachnids.
 - Each kind of spider builds a unique web. From the moment a spider hatches from its egg, it knows how to spin a certain pattern of web.



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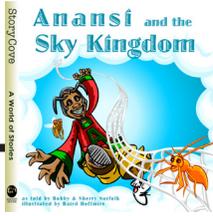
- Spiders make silk in special glands called spinnerets. Spiders use this silk to make webs and traps for catching prey, for shelter, and for escaping enemies.
- All spiders capture other animals for food. Spiders feed mainly on insects.
- The silken threads in a spider web are strong enough to hold 4,000 times the spider's own weight.
- Spiders make several different kinds of silk. Most spiders make a kind of silk known as a dragline which serves as their lifeline. Wherever the spider goes, it spins a dragline. If the spider falls, it can pull itself up again. A spider can escape from an enemy by using the dragline to drop to the ground.
- A very recognizable spider in the United States is the orb-weaver, which spins large wheel-shaped webs. Orb-weavers spin at least seven different kinds of silk, some of which are sticky. These spiders try to stay on the parts of their webs that are not sticky. They wait there for insects to become trapped in their webs. These spiders have three claws on each leg. If it gets stuck in its web, one of the claws is used to cut itself loose.
- Although they have many eyes, most spiders do not have great eye sight. A spider often knows that an insect is in its web because it can feel the vibrations and movement of the web.
- The most difficult part of web construction may be the first thread.
 - Many spiders spin this first thread and wait for the wind to carry it to a good surface where it will stick.



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- The spider then goes back and forth over this first thread to strengthen it.
- The spider often makes a rectangle or a Y shape as the next step of construction. These shapes serve as the frame of the web.
- Next, from the center (or hub) of the web, the spider spins rays of sticky silk to the outside frame. (Teacher draws the web construction on the board and shows pictures in books.)
- The spider then spins sticky spiral threads around the rays of silk, working from the center of the web to the edges.
- The spider then spirals back to the center and waits for an insect to fly into the web.
- Gives students directions for making spaghetti spider webs:
 - Draw a picture of a spider web on unlined paper. Students may find web pictures in books, draw from memory, or use their imaginations.
 - Place a zip-lock bag over the drawing.
 - Mix glue and spaghetti in a large bowl so that the spaghetti is coated in glue.
 - Pull out individual strands of spaghetti and place on the plastic bag, over the pattern to create a web.
 - Allow to dry and peel away from bag. Students may take webs home in bag.



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Discussion Questions

For Assessing Comprehension

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.1:

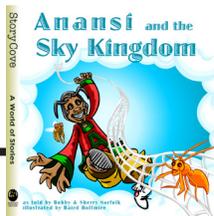
Key details

CCSS.ELA-LITERACY.

RL.1.2:

Retell stories, key details

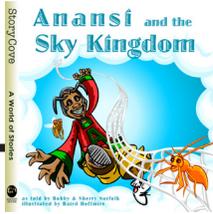
- Who is this story about?
- What is this story about?
- Where does this story take place?
- What problem did the animals have?
- What problems would you have if the world was dark?
- Have you ever been in a situation where it was dark and you had a difficult time?
- Who did King Lion tell the animals to ask for light?
- Why couldn't Eagle ask the king of the sky for light?
- What did King Lion say when Anansi volunteered to talk to the king of the sky?
- How did Anansi and his friends travel to the sky?
- Which friends traveled with Anansi? Why do you think Anansi chose those friends? What do you think might have happened if Elephant had wanted to come along?
- What did the king of the sky tell Anansi, Ant, and Fly they would have to do?
- How did Fly know what the king and his wise men said when they were in the golden tent?
- What is a task?
- What was the first task the king of the sky gave Anansi, Ant, and Fly?
- How did Ant's family help with the first task?
- What was the second task?
- How did Fly's family help with the second task?
- What was the last task?



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- Look at the illustrations on Pages 29 and 30. Which box do you think the king wanted Anansi to choose? Why?
- How did the king feel after Anansi chose the gray box? Why do you think he felt that way?
- What was in the gray box?
- What do you think was in the other box?
- Look at the illustration on Page 31. How do you think Anansi and King Lion felt when they lifted the top off the box and saw the rooster? What had they expected?
- What did the rooster do when it came out of the box?
- What happened after the rooster crowed?
- How successful do you think Anansi would have been if he went up to the sky kingdom alone?
- How is Anansi's web an important part of the story?
- What lessons does this story teach?



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Language Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.2:

Retells story, key details

CCSS.ELA-LITERACY.

RL.1.7:

Illustrations and details

CCSS.ELA-

LITERACY.W.1.7:

Research/writing

CCSS.ELA-LITERACY.

RL.1.1.J:

Complete sentences

CCSS.ELA-

LITERACY.L.1.2.B:

Punctuation

CCSS.ELA-LITERACY.

SL.1.1/

CCSS.ELA-LITERACY.

SL.1.5/

CCSS.ELA-LITERACY.

SL.1.6:

Collaborative

conversations, relevant

details, complete

sentences

Timeline

Materials:

- Book, *Anansi and the Sky Kingdom*
- Long sheet of paper or end roll of newsprint
- Crayons or markers

Directions:

- Teacher reviews story events in chronological order with students.
- Works with students to create a timeline of story events including a sentence and illustration about each event.
- Posts the timeline in the classroom.

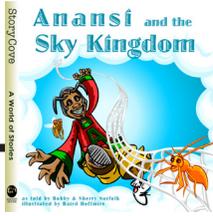
Synonyms

Materials:

- Blackboard or Whiteboard
- Chalk or dry erase markers
- 20 Blank index cards for every 2 students
- Markers

Directions:

- Teacher asks students what a synonym is (a word having almost the same meaning as another word).
- Writes the following story words on the board and asks students to provide at least one synonym for each word.



Anansi and the Sky Kingdom

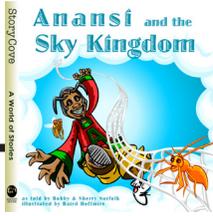
First Grade

COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.1.5.D:
Shades of meaning
CCSS.ELA-
LITERACY.L.1.4.A:
Context clues
CCSS.ELA-LITERACY.
SL.1.1/CCSS.ELA-
LITERACY.SL.1.6:
Collaborative
conversations, complete
sentences

Story Words	Synonyms
Little	(Small, tiny)
Laugh	(Giggle, chuckle)
Friend	(Buddy, pal)
Beautiful	(Lovely, attractive, handsome)
Wise	(Smart, clever)
Huge	(Large, enormous, vast, giant, gigantic)
Yell	(Shout, roar, bellow)
Furious	(Mad, angry, enraged)
Sniff	(Smell, inhale)
Rush	(Hurry, run, dash, sprint)

- Teacher asks students to find a sentence in the story that uses one of the original words listed on the board.
- Asks students to say the sentence aloud, replacing the original word with a synonym from the board.
- Asks students if the meaning of the sentence changed when one of the words was replaced with a synonym.
- Divides the class into pairs and gives each pair of students 20 index cards.
- Instructs one student in each pair to write the ten story words from the board on the index cards, one word on a card.
- Instructs the other student in each pair to write one of the synonyms for each story word from the board on the index cards, one word on a card.
- Demonstrates how to play “Synonym Memory” using the cards.
 - Turn over all cards so the words are face down and spread them out evenly between the two players.



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- Take turns flipping over two cards at a time to see if the cards match. A match consists of a story word and its synonym.
- If a match is found, remove the cards from play. The player's turn is over.
- If a match is not found, turn the cards back over. The player's turn is over.
- Continue playing until all matches have been found.
- Teacher asks students to use the cards to play "Synonym Memory" in pairs.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.1.1/

CCSS.ELA-LITERACY.

RL.1.5/

CCSS.ELA-LITERACY.

RL.1.6:

Collaborative conversations, complete sentences, additional details

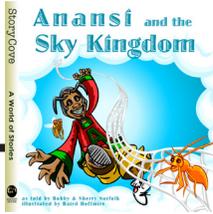
The Fourth Task (Differentiated Learning)

Materials:

- Lined paper
- Unlined paper
- Pencils
- Crayons or markers

Directions:

- Teacher asks students to name the three tasks Anansi, Fly, and Ant were given.
- Asks students how the three friends worked together to solve each task.
- Asks students to imagine that there was a fourth task the king gave Anansi, Fly, and Ant.
- Instructs students to share what the fourth task would be and how the three friends might have solved it.



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- Students may choose one of the following ways to share their ideas:
 - Write a few sentences.
 - Draw a picture.
 - Act out the task.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.10:

Text complexity

CCSS.ELA-LITERACY.

RL.1.4:

Appeal to the senses

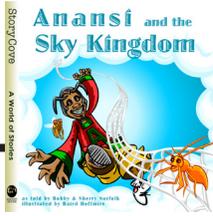
Onomatopoeia

Materials:

- Book, *Anansi and the Sky Kingdom*

Directions:

- Teacher asks students what the word “onomatopoeia” means (a word that sounds like its meaning).
- Tells students that “buzz,” “zoom,” and “pop” are examples of onomatopoeia.
- Asks students why an author would use onomatopoeic words in a story.
- Re-reads the story or students take turns each reading a page of the story aloud and identifying the onomatopoeic words.
- Reminds students to use good expression and emphasize the onomatopoeic words.
- Asks students to name onomatopoeic words that are not in the story.



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Math

COMMON CORE STANDARDS

CCSS.MATH.
CONTENT.1.MD.A.2:
Express and compare
numbers

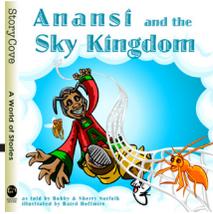
Measuring Height Comparatively

Materials:

- Yardsticks
- Large sheets of unlined paper
- Crayons or markers

Directions:

- Teacher reminds students that when Anansi volunteered to go to the king of the sky to ask for light, the animals laughed and said he was too small.
- Explains that animals vary in size within their species. (Example: spiders range from 1mm to 90mm, or about 3.5 inches)
- Writes the following chart on the board, explaining that the height of the spider listed is for a large spider, but that the heights for the other animals are about average, or in the middle between tallest and shortest):
 - Spider = 3 inches tall
 - Monkey = 15 inches tall
 - Eagle = 30 inches tall
 - Lion = 45 inches tall
- Distributes yardsticks to the class and shows students the inches measurement as well as how to use a yardstick to measure height.
- Asks students to show the 3-inch mark on the yard stick.
- Instructs students to draw a line on their papers 3 inches long.



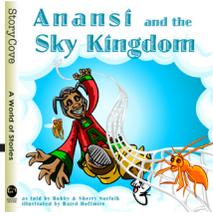
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- Instructs students to draw a spider over the line so that the spider is 3 inches tall. Teacher should draw on the board to demonstrate height (front view) vs. leg span (overhead view) and instruct students to draw a front view.
- Asks students to cut out their 3-inch spiders.
- Divides the class into small groups.
- Encourages students to use their cut-out spiders to answer the following questions:
 - How many spiders stacked on top of one another would it take to equal the height of Monkey?
 - How many spiders stacked on top of one another would it take to equal the height of Eagle?
 - How many monkeys stacked on top of one another would it take to equal the height of Eagle?

Challenges:

- How many spiders would it take to equal the height of Lion?
- How many monkeys would it take to equal the height of Lion?
- Teacher leads a discussion on the students' findings.



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Art

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.7:

Illustrations and details

CCSS.ELA-LITERACY.

SL.1.5 :

Additional details

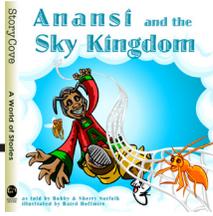
Drawing in the Dark

Materials:

- Unlined paper
- Crayons

Directions:

- Teacher asks students to look at pages one through eleven and describe the dark world.
- Asks students how they would accomplish everyday tasks (eating, brushing their teeth, writing, drawing...) in the dark.
- Tells students to close their eyes while they draw part of the story.
- Tells students to open their eyes and look at the pictures they drew in the dark.
- Asks students to analyze how the pictures look different than they expected and intended.



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Character Education

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.1.1:

Collaborative
conversations

CCSS.ELA-LITERACY.

RL.1.2:

Retell stories, key details

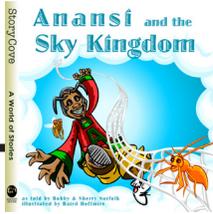
Cooperation

Materials:

- Eleven pieces of unlined paper
- Marker

Directions:

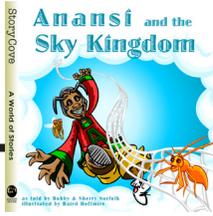
- In preparation for the activity, the teacher should write the following sentences as large as possible on eleven pieces of paper, one sentence per page. The letter in parentheses at the end of each sentence should be written on the back of that page.
 - The world was dark. (C)
 - King Lion asked, "Who will ask the king of the sky to share light?" (O)
 - Eagle and Monkey could not reach the sky. (O)
 - Anansi spun a web from the earth to the sky. (P)
 - Anansi, Ant, and Fly crawled into the sky kingdom. (E)
 - The king of the sky said they must pass three tests. (R)
 - Ant's family cut down every blade of grass in the field. (A)
 - Fly's family ate all the fruit on the trees. (T)
 - Anansi chose the gray box. (I)
 - A rooster came out of the gray box and crowed. (O)
 - The sun rose brightly in the sky. (N)



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- Teacher asks students what “cooperation” means.
- Asks students to share experiences involving cooperation.
- Gives eleven students one piece of paper each, so that the sentence is face up. (Teacher will want to mix up the order of the pages so the sentences are not handed out in order.)
- Asks students to read aloud the sentence on their paper.
- Informs the students that they will work together to retell the story and put the pieces of paper in the correct order.
- Guides students in thinking through the events in the story and putting the eleven sentences in order. Students may use the timeline created in a previous activity for help.
- Instructs the students holding the pieces of paper to stand in order in front of the class as the order of the sentences is determined.
- Reads the sentences in order once all the students with pieces of paper are standing and discusses any adjustments that need to be made.
- Asks students to turn their papers over so the letter is showing.
- Asks students if anyone knows what word is spelled. (cooperation)
- Discusses with students how cooperation was important in the story.
- Asks students how cooperation was important in the activity.



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Extension Activity

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.10:

Text complexity

CCSS.ELA-LITERACY.

RL.1.4:

Appeal to the senses

Technology connection

Materials:

- Computer with internet access

Directions:

- Teacher helps students access www.storycove.com.
- Students view the animation of *Anansi and the Sky Kingdom*, narrated by one of the authors, Bobby Norfolk.
- Students think about how the narrator's voice and expression are an important part of telling the story.
- Teacher points out the onomatopoeic words in the story.
- Students explore the animations and activities for other stories on www.storycove.com.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.5 :

Text types

CCSS.ELA-LITERACY.

RL.1.6 :

Story teller

CCSS.ELA-LITERACY.

RL.1.10 :

Text complexity

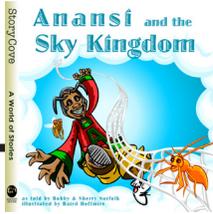
Anansi Time

Materials:

- Book, *Anansi and the Sky Kingdom*
- Other Anansi stories *Anansi Time* CD
- CD player

Directions:

- Teacher reads the Author's Note on the inside back cover of *Anansi and the Sky Kingdom*.



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- Teacher and students establish their own “*Anansi Time*” when the teacher reads an Anansi tale every day for a week at a predetermined time each day. Anansi tales from August House include *Anansi and the Pot of Beans*, *Anansi and the Tug o’ War*, *Anansi and Turtle Go to Dinner*, and *Anansi Goes to Lunch*.
- Students listen to the CD, *Anansi Time* by Bobby Norfolk.

Compare and Contrast

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.9:

Compare and contrast

Materials:

- Book, *The Archer and the Sun*

Directions:

- Teacher reads *The Archer and the Sun* by Rob Cleveland. This tale from China tells of a world with too many suns.
- Students compare and contrast the problems of darkness and too many suns as well as the solutions to these problems.