

**Anansi and the  
Sky Kingdom**



**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, visualizing, drawing, acting, and singing.

### **Overview**

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

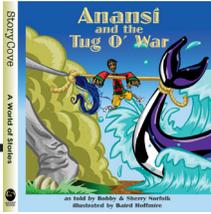
### **Materials**

#### General

- Book, *Anansi and the Sky Kingdom*
- Picture books about spiders
- Blackboard or whiteboard
- Chalk or dry erase markers
- Markers or crayons
- Unlined paper
- Magazines (to be cut up)
- Scissors
- Glue sticks

#### Optional: Extension Activities

- Computer with Internet access



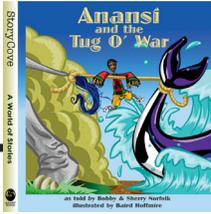
# Anansi and the Sky Kingdom

Kindergarten

- 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.
- CD player
- Hamilton, Martha and Mitch Weiss. *The Well of Truth*. Atlanta: August House, 2009.

## Table of Contents

Introduction	• 3
Discussion Questions	• 5
Language Arts	• 7
Phonics	• 11
Math	• 13
Dramatic Arts	• 14
Music	• 15
Art	• 16
Character Education	• 18
Extension Activity	• 19



# Anansi and the Sky Kingdom

Kindergarten

## Introduction

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities  
with purpose

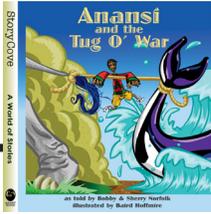
## Introducing the Story

### Materials:

- Picture books about spiders

### Directions:

- Teacher asks students to share what they know about spiders.
- Asks students to name stories, songs, and movies about spiders.
- Shares the following facts about spiders as appropriate:
  - Spiders are not insects. They belong to a group called arachnids.
  - 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.
  - Most spiders live for about a year, but tarantulas can live for fifteen years.
  - Spiders have eight legs and two main body parts.
  - Most spiders have eight eyes.
  - 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. Spiders catch prey in their webs.
  - The silk threads that a spider uses to spin its web are strong enough to hold 4,000 times the spider's own weight.
- Teacher shares picture books about spiders with the students.



# Anansi and the Sky Kingdom

Kindergarten

## COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.1 /

CCSS.ELA-LITERACY.

RL.K.10 /

CCSS.ELA-LITERACY.

RL.K.7:

Details in a text,  
illustrations, group  
reading activities with  
purpose

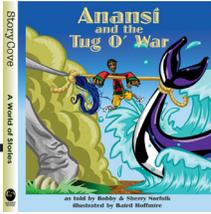
## Teacher Reads the Story

### Materials:

- Book, *Anansi and the Sky Kingdom*
- Blackboard or whiteboard
- Chalk or dry erase markers

### Directions:

- Teacher tells students that they will be reading a folktale from Africa about a well-known spider called Anansi (Ah-nahn-see).
- Tells students that although Anansi is a spider, he does not always look like a spider.
- Reads the story and shows the illustrations.
- Emphasizes sound effects and onomatopoeic words.
- Lists the sound effects and onomatopoeic words on the board.
- Pauses after reading Page 30 and asks students to predict what they think is in the box.
- Continues reading story after students make predictions.
- Asks students if their predictions were correct.



# Anansi and the Sky Kingdom

Kindergarten

## Discussion Questions

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.1 /

CCSS.ELA-LITERACY.

RL.K.3 /

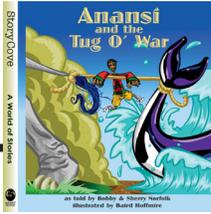
CCSS.ELA-LITERACY.

RL.K.7:

Details in a text,  
illustrations, identify  
characters, settings, and  
events

### For Assessing Comprehension

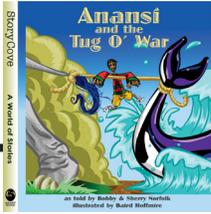
- Who is this story about?
- What is this story about?
- Where does this story take place?
- What is the problem the animals have at the beginning of the story?
- Have you ever been in a situation where it was dark and you had a difficult time moving around?
- Who did King Lion tell the animals to ask for light?
- Name one animal that tried to get to the sky kingdom but could not.
- Did the other animals think Anansi could make it up to the sky kingdom?
- How did Anansi and his friends travel to the sky kingdom?
- Who were the two friends who went with Anansi?
- How did Ant make an opening in the clouds?
- What did the king of the sky tell Anansi they would have to do?
- Who was listening when the king and his wise men were talking in the tent?
- What is a blade of grass?
- How did Ant's family help cut down the field of grass?
- What is a task?
- How did Fly's family help with the second task?
- What is an orchard?
- What was the last task?
- Which box did Anansi pick? Why?



## Anansi and the Sky Kingdom

Kindergarten

- Which box did Anansi pick? Why?
- Which box would you have picked?
- What was in the gray box?
- What do you think was in the other box?
- The king felt enraged when Anansi picked the gray box. What does “enraged” mean?
- Look at the illustration on Page 31. How did Anansi and King Lion feel when they lifted the top off the box and saw the rooster? What had they expected? (Show Page 31.)
- What did the rooster do when he came out of the box?
- What happened when the rooster crowed?
- What does this story teach about cooperation?
- What was your favorite part of the story? Why?



# Anansi and the Sky Kingdom

Kindergarten

## Language Arts

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities  
with purpose

CCSS.ELA-LITERACY.

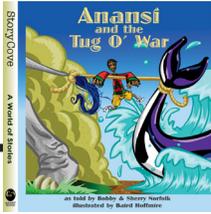
SL.K.2:

Presenting key details

### Sentence Completion

Directions:

- Teacher reads the following sentences and students supply the missing word in each sentence.
  - At the beginning of the story, the world was \_\_\_\_ (dark)
  - King Lion asked, "Who will go to the king of the sky and ask for \_\_\_\_?" (light)
  - Eagle said he could \_\_\_\_ to the sky. (fly)
  - Monkey said he could climb to the \_\_\_\_\_. (sky)
  - Anansi said he could spin a \_\_\_\_ to the sky. (web)
  - When they reached the clouds, \_\_\_\_ chewed an opening to the sky kingdom. (Ant)
  - Anansi told the king of the sky that they had come for \_\_\_\_\_. (light)
  - The king said they had to pass three \_\_\_\_\_. (tests)
  - The king told them to cut down every blade of \_\_\_\_\_. (grass)
  - For the second test, they had to eat all the \_\_\_\_ on the trees. (fruit)
  - The king was \_\_\_\_ when he saw the empty fruit trees. (mad/furious)
  - Fly told Anansi to choose the gray \_\_\_\_\_. (box)
  - When King Lion lifted the top off the box, a \_\_\_\_ came out. (rooster)



## Anansi and the Sky Kingdom

Kindergarten

- The rooster puffed out his chest and \_\_\_\_\_. (crowed)
- When the rooster crowed, the \_\_\_\_\_ rose in the sky. (sun)
- Anansi, Ant, and Fly said, “If we work together, we can do \_\_\_\_\_.” (anything)

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

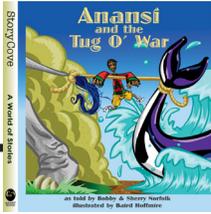
RF.K.1.2.B:

Blend and segment  
syllables

### Syllable Walk

Directions:

- Teacher reviews the concept of syllables and counting syllables in words.
- Teacher reads words, one at a time, to students.
- Teacher instructs students to repeat each word stepping forward one step for each syllable.
- When students reach the other side of the room or a predetermined spot, they turn around and “syllable walk” back.
- See table of words on next page.



# Anansi and the Sky Kingdom

Kindergarten

Sky	Web	Suddenly	Sisters	Boxes
Anansi	Little	Wise	Brothers	Small
Kingdom	Tiny	Bragged	Cousins	Yellow
World	Friends	Prepare	Aunts	Brightly
Children	Together	Tent	Uncles	Rose
Animals	Laughed	Demanded	Eat	Proudly
Eagle	Roared	Golden	Every	Sun
Dark	Anything	Listen	Easiest	Final
Highest	Began	Grass	Orchard	Choose
Clouds	Weave	Cut	Sunset	Shook
Light	Earth	Huge	Tonight	Pointed
Enough	Explained	Sunrise	Gray	Enraged
Hunt	Bite	Tomorrow	Thousand	Down
Into	Opening	Size	Surely	Shouted
Chattered	Share	Football	Invite	Nothing
Climb	Please	Field	Feast	Rooster
Boomed	Surrounded	Impossible	Hungry	Crowed
Me	Below	Doomed	Furious	Chest
Failed	Prove	Family	Empty	
Finally	Beautiful	Blade	Bellowed	
Forward	Pass	Mother	Carried	
Spin	Worthy	Father	Correctly	

## Inferences

### COMMON CORE STANDARDS

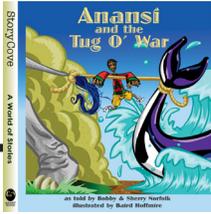
CCSS.ELA-LITERACY.

RL.K.3:

Identify characters,  
settings, and events

Directions:

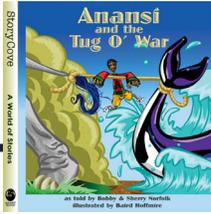
- Teacher asks students to name the character described in each sentence.
- I asked the animals, “Who will go to the king of the sky and ask for light?” (King Lion)
- I said I could fly the highest and I tried to fly to the sky kingdom. (Eagle)



## Anansi and the Sky Kingdom

Kindergarten

- I said I could climb to the sky. (Monkey)
- I spun a web to the sky kingdom. (Anansi)
- I chewed an opening in the clouds. (Ant)
- I told Anansi he had to pass three tests before I would share light. (king of the sky)
- We helped the king of the sky choose the three tests. (wise men)
- I zipped into the golden tent to listen. (Fly)
- My family cut down every blade of grass. (Ant)
- My hungry family ate all the fruit on the trees in the orchard. (Fly)
- When King Lion lifted the top off the box, I came out. (the rooster)
- We said that if we work together, we can do anything. (Anansi, Fly, and Ant)



# Anansi and the Sky Kingdom

Kindergarten

## Phonics

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.K.3 /

CCSS.ELA-LITERACY.

RF.K.3.A:

Grade level phonics,  
one to one letter  
correspondence

CCSS.ELA-

LITERACY.L.K.5:

Add drawings for detail

CCSS.ELA-

LITERACY.L.K.2.C /

CCSS.ELA-

LITERACY.L.K.2.D:

Phonemes/sound letter  
relationships

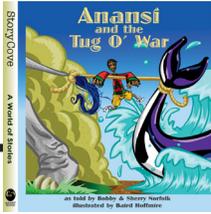
### A Web of Words (Differentiated Learning)

#### Materials:

- Blackboard or whiteboard
- Chalk or dry erase markers
- Markers or crayons
- Unlined paper
- Magazines (to be cut up)
- Scissors
- Glue sticks

#### Directions:

- Asks students how Anansi traveled from the earth to the sky kingdom. (Anansi wove a web and climbed up it.)
- Reminds students that the word “web” begins with the letter “w” and asks students to repeat the sound the letter “w” makes.
- Writes “W w” in the center of the board and draws a circle around the letters.
- Tells students they are going to create a web of words that begin with the letter “w.”
- Writes the word “web” inside a circle on the board and connects it to “W w.”
- Asks students to name other words that begin with “w.”
- Continues to add words to the board.
- Asks students to read each word in the “w” word web.



## Anansi and the Sky Kingdom

Kindergarten

- Passes out unlined paper to students.
- Asks students to write the letter “w” on the top of their papers.
- Divides the class into three groups.

### Group A:

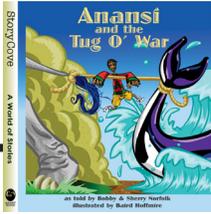
- Cuts out pictures of items that begin with “w” from magazines and glues them to their papers.

### Group B:

- Draws items that begin with “w” on their papers.

### Group C:

- Completes the activity as per directions for Group B. Students label each item.



# Anansi and the Sky Kingdom

Kindergarten

## Math

### COMMON CORE STANDARDS

MCC.K.CC.3  
CCSS.MATH.  
CONTENT.K.CC.A.2:  
Counting

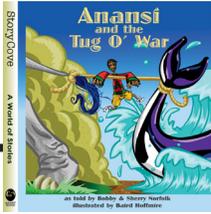
### Counting

#### Materials:

- Book, *Anansi and the Sky Kingdom*

#### Directions:

- Distributes books to students.
- Asks students to count the following items on the pages listed.
  - Page 1: How many eyes? (26)
  - Page 2: How many animals? (5)
  - Page 4: How many monkeys? (1)
  - Page 5: How many animals? (8)
  - Page 7: How many teeth does King Lion have? (4)
  - Page 9: How many mouths? (9)
  - Page 11: How many friends go up to the sky kingdom? (3)
  - Page 16: How many wise men? (3)
  - Page 23: How many golden tents? (1)
  - Page 27: How many empty fruit trees? (16)
  - Page 30: How many boxes? (2)
  - Page 32: How many roosters? (1)



# Anansi and the Sky Kingdom

Kindergarten

## Dramatic Arts

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

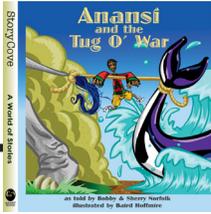
RL.K.6:

Role of author and  
illustrator

### Character Voices

Directions:

- Teacher reminds students that in the story, Eagle screamed, “Me!” Monkey chattered, “Me!” and Elephant boomed, Me!”
- Students describe how they think each animal would sound.
- Students describe how they think other animals would sound.
- Students name other ways they could say, “Me.” (Singing, quickly, softly, whispering, slowly, firmly, high voice, low voice, loud, yelling, demanding, questioning, shyly, etc.)
- Teacher asks students why the authors chose these words (screamed, chattered, boomed) instead of just using the word “said” every time.



# Anansi and the Sky Kingdom

Kindergarten

## Music

### COMMON CORE STANDARDS

CCSS.ELA-  
LITERACY.L.K.1.B/  
CCSS.ELA-  
LITERACY.L.K.5.D:  
Nouns, verbs, and  
adjectives

### Singing and Creating Songs

Materials:

- Text

Directions:

- Teacher introduces students the song, “Anansi Spins a Web,” sung to the tune of “The Farmer in the Dell.”

Anansi spins a web.

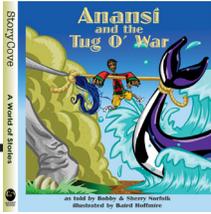
Anansi spins a web.

Hi-ho the derry-o,

Anansi spins a web.

Additional verses:

- Anansi climbs up high.
- The ants ate all the grass.
- The flies ate all the fruit.
- Anansi brought back light.
- The rooster crowed out loud.
- The sun rose in the sky.
- Teacher and students create additional verses of the song.



# Anansi and the Sky Kingdom

Kindergarten

## Art

### COMMON CORE

#### STANDARDS

CCSS.ELA-LITERACY.

SL.K.1:

Collaborative  
conversations

CCSS.ELA-LITERACY.

RL.K.1 /

CCSS.ELA-LITERACY.

RL.K.7 /

CCSS.ELA-LITERACY.

RL.K.9:

Details in a text,  
illustrations, compare and  
contrast characters

### Visualize the Sky Kingdom

Materials:

- Unlined paper
- Markers or crayons

Directions:

- Teacher asks students how the sky kingdom was different than the rest of the world in the beginning of the story.
- Asks students what they would see, hear, touch, feel, smell, and taste if they were in the sky kingdom.
- Instructs students to draw the sky kingdom based on the story and the illustrations as well as elements from their own imaginations.
- Asks students to show their pictures to the class and tell about how they visualize the sky kingdom.

### COMMON CORE

#### STANDARDS

CCSS.ELA-LITERACY.

RL.K.7:

Illustrations

CCSS.ELA-LITERACY.

SL.K.1 /

CCSS.ELA-LITERACY.

SL.K.4 /

CCSS.ELA-LITERACY.

SL.K.5:

Collaborative groups,  
details, drawings

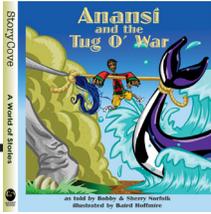
### Decorated Boxes

Materials:

- Unlined paper
- Markers or Crayons

Directions:

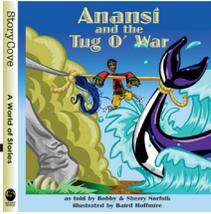
- Teacher reminds students of the third test the king of the sky gave Anansi, Fly, and Ant.
- Asks students to think about which box they would pick if they did not know what was inside the boxes? Why would they pick that box?



## Anansi and the Sky Kingdom

Kindergarten

- Asks students if they think the king of the sky wanted to share light with the earth? What are some clues that the king of the sky did or did not want to share the light?
- Asks students to pretend they are the king of the sky and that they want Anansi to choose the box without the rooster.
- Leads a discussion about how the king could try to make Anansi choose the box without the rooster. (Put the rooster in a smaller, less ornate box, etc.)
- Instructs students to draw two boxes on their papers, decorating one box to look very fancy and the other to look plain.



## Anansi and the Sky Kingdom

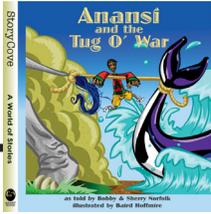
Kindergarten

### Character Education

#### Anansi Values

Directions:

- Teacher tells students that Anansi, Fly, and Ant were successful because they worked together.
- Tells students about a time when he or she worked together with friends or family.
- Asks students to share times they worked together with friends or family.
- Asks students to think about ways they work together as a class.



# Anansi and the Sky Kingdom

Kindergarten

## Extension Activity

### COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.10:

Group reading activities  
with purpose

CCSS.ELA-LITERACY.

SL.K.2:

Key details

CCSS.ELA-LITERACY.

RL.K.5:

Types of text

CCSS.ELA-LITERACY.

RL.K.6:

Role of author and  
illustrator

## Technology Connections

Materials:

- Computer with internet access

Directions:

- Teacher helps students access [www.storycove.com](http://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 words that indicate expression and sound effects in the story.
- Students explore the animations and activities for other stories on [www.storycove.com](http://www.storycove.com).

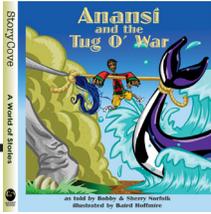
## Anansi Time

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*.



## Anansi and the Sky Kingdom

Kindergarten

- 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.K.9:

Compare and contrast  
characters

#### Materials:

- Book, *The Well of Truth*

#### Directions:

- Teacher reads *The Well of Truth* by Martha Hamilton and Mitch Weiss. This tale from Egypt is about three animals who worked cooperatively to plant clover, until one of the animals became greedy.
- Students compare the theme of cooperation in this story with *Anansi and the Sky Kingdom*.