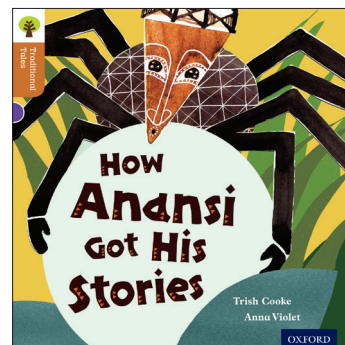


How Anansi Got His Stories

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Teaching notes written by Pam Dowson

Information about assessment and curriculum links can be found at the end of these Teaching Notes.



Background to the story

- Traditional tales have been told for many years. They help to keep alive the richness of storytelling language and traditions from different cultures. These tales, many of which will be familiar to the children, are rich in patterned language and provide a springboard for their own storytelling and writing.
- Anansi is a well-known character in African, particularly Ghanaian, and Caribbean tales. He is a cunning trickster who is sometimes a spider but sometimes becomes a man. In many tales, he uses his tricks to outwit animals.

Group/Guided reading

Introducing the story

- Ask the children if they have heard of Anansi. Do they know how he is linked with storytelling?
- Ask the children if they know any of the Anansi stories. After reading this story, you could help the children to discover more Anansi tales in books or on the internet.
- Look at the cover of the book and read the title together. Ask: *What do you think might happen in the story?*
- Read pages 2 to 3. Ask the children to read out parts of the text that tell us about Anansi's character. How do they feel about him?
- All the words in this story are decodable. However, we've listed some of the more challenging words on the inside front cover of the book, to help build familiarity with these before children read the story for themselves.

Reading the story

- Ask the children to read the story. Remember to give them lots of encouragement and praise as they read.
- Find the word *calabash* on page 5. Make sure that the children understand what a calabash is. Explain that it is a gourd or squash that can be eaten as a vegetable or dried and hollowed out and used as a bottle. Show the illustration of Anansi holding the calabash on page 5 as you discuss this.
- Find the word *trickle* on page 7. Can the children think of any other words that could be used to describe how the water fell? For example, sprinkled, pattered or dripped.
- Look at pages 8 and 9, noticing the ellipses that lead from one page to the next. Ask: *How is this suggesting you should read this sentence?* Encourage the children to pause at the ellipsis and talk to them about how it adds drama and suspense to the way we read a sentence. Look for other examples of ellipses, e.g. pages 14 to 15.

Returning to the story

- Ask: *What did Anansi have to do to become the King of Stories?*
- Anansi says that he will use his skill, his wit and his cleverness to catch the Hornets, Snake and Leopard. Do the children agree that Anansi is skilful, witty and clever? Can they give examples of where he shows this?
- Ask: *How do you think the other animals felt about Anansi being the new King of Stories?*

Storytelling and Drama

- Tell the children that when Anansi became the King of Stories the first story he told was about how he got his stories. Provide the children with copies of the story map available on www.oxfordprimary.co.uk/tradtales as prompts for the key points in the story. Ask the children to work in small groups to retell the story as Anansi. Talk about the character of Anansi, encouraging them to think whether he would boast about how he got his stories and how he would tell people about how clever he had been.
- In groups the children should then take it in turns to tell a part of the story; they may want to change storyteller after each event shown on the story map. Ask them to help each other to use interesting words in their storytelling and encourage them to use their facial expressions and change their tone to show emotions.

Writing

- Read pages 6 to 9, and talk briefly about what Anansi did to capture the Hornets. Ask the children to imagine the incident from the Hornets' point of view. Ask: *What did they see and hear? What did they think and feel?*
- Model writing a paragraph in the first person, as a Hornet describing what happened. Remind the children to give their writing a strong opening and to use a range of connectives, e.g. 'When the rain first started to patter onto our nest ...'
- As a class, tell the story from the Hornets' point of view.
- Ask the children to work independently and choose to write in role as either Leopard or Snake, explaining and describing how Anansi captured them. Encourage them to say what they were thinking and how they felt. When they have completed their descriptions, ask them to share them with the rest of the class.

Links to the wider curriculum

Mathematics

- Measure the dimensions of various objects, as Anansi did when measuring Snake.

Geography

- Find the locations and more information about Ghana and the Caribbean.

Art and design

- Make papier-mâché spiders and display them on woollen webs.

ICT

- Create repeated patterns based on traditional Ghanaian Kente cloth designs.

Music

- Listen to Afro-Caribbean music. Create a soundtrack for the events in the story.

PSHE and Citizenship

- Talk about using tricks to get your own way. Discuss whether this is fair.

For more ideas on how to use this book in the classroom use the *Traditional Tales Handbook*.

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How Anansi Got His Stories (Oxford Level 8) curriculum coverage chart

Links to Oxford Reading Criterion Scale:

- Can read aloud, taking into account . ? ! (READ) [ORCS Standard 3, 2]
- Can apply phonic skills and knowledge to recognize an increasing number of complex words. (READ) [ORCS Standard 3, 3]
- Can locate some specific information e.g. key events, characters' names or key information in a non-fiction text. (R) [ORCS Standard 3, 6]
- Can make predictions about a text using a range of clues. (D) [ORCS Standard 3, 7]

ENGLAND The National Curriculum in England: Year 2

Spoken language	<p>Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments (SpokLang.6)</p> <p>Pupils should be taught to participate in discussions, presentations, performances and debates (SpokLang.9)</p> <p>Pupils should be taught to select and use appropriate registers for effective communication (SpokLang.12)</p>
Reading: Word reading	Pupils should be taught to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation (Y2 ReadWord.7)
Reading: Comprehension	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales (Y2 ReadComp.1iii)</p> <p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary (Y2 ReadComp.1vi)</p> <p>Pupils should be taught to participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say (Y2 ReadComp.3)</p>
Writing: Composition	<p>Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) (Y2 WritComp.1i)</p> <p>Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about (Y2 WritComp.2i)</p> <p>Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear (Y2 WritComp.4)</p>

SCOTLAND Curriculum for Excellence: Literacy and English experiences and outcomes – First Level

Listening and talking	<p>I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn (ENG 1-03a)</p> <p>When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect (LIT 1-02a)</p> <p>As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose (LIT 1-04a)</p>
Reading	<p>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression (ENG 1-12a)</p> <p>I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features (ENG 1-19a)</p> <p>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear (LIT 1-13a)</p>
Writing	<p>I enjoy creating texts of my choice and I regularly select subject, purpose, format and resources to suit the needs of my audience (LIT 1-20a)</p> <p>By considering the type of text I am creating, I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful to others (LIT 1-26a)</p>

WALES Foundation Phase Framework: Year 2

Oracy	<p>Learners are able to share activities and information to complete a task (Y2_OracColl.2)</p> <p>Learners are able to listen to others with concentration, understanding the main points and asking for clarification if needed (Y2_OracList.1)</p> <p>Learners are able to retell narratives or information that they have heard, sequencing events correctly (Y2_OracList.5)</p> <p>Learners are able to adopt a specific role, using appropriate language in structured situations (Y2_OracSpea.7)</p>
Reading	<p>Learners are able to recall and retell narratives and information from texts with some details (Y2_ReadComp.2)</p> <p>Learners are able to draw upon relevant personal experience and prior knowledge to support understanding of texts (Y2_ReadComp.4)</p> <p>Learners are able to express views about information and details in a text (Y2_ReadResp.1)</p> <p>Learners are able to apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: phonic strategies; recognition of HFW; context clues; graphic and syntactic clues; self-correction, including re-reading and reading ahead (Y2_ReadStrat.4i–4v)</p>
Writing	<p>Learners are able to write for different purposes (Y2_WritMean.2)</p> <p>Learners are able to use talk to plan writing (Y2_WritMean.4)</p> <p>Learners are able to follow and build upon a form modelled by the teacher (Y2_WritStru.2)</p> <p>Learners are able to use different types of writing appropriate to purpose and reader (Y2_WritStru.5)</p>

NORTHERN IRELAND Levels of Progression in Communication across the curriculum: Primary Levels 1 and 2

Talking and listening	<p>Pupils can identify the main points of conversations and explanations (L2_com_talk.1i)</p> <p>Pupils can follow discussions, make contributions and observe conventions of conversation (L2_com_talk.2i)</p>
Reading	<p>Pupils can use a range of reading strategies (L2_com_read.2)</p> <p>Pupils can express opinions and make predictions (L2_com_read.5ii)</p>
Writing	<p>Pupils can talk about what they are going to write (L1_com_write.1)</p> <p>Pupils can express thoughts, feelings and ideas from within their experience using a general vocabulary (L2_com_write.2i)</p> <p>Pupils can write using a given form (L2_com_write.3)</p>