

Anna Hibiscus' Song by Atinuke, illustrated by Lauren Tobia (Walker Books)

Anna Hibiscus lives in Africa; Amazing Africa. Get to know her, her family and what makes them happy in this delightful and beautifully illustrated story that explores feelings, love and togetherness in everyday life in Africa.

Overall learning aims of this teaching sequence.

- To engage children with a story with which they will empathise;
- To encourage collaborative narrative play;
- To explore, develop and sustain ideas through talk;
- To enjoy listening to and using spoken and written language in play and learning;
- To use language to imagine and recreate roles and experiences;
- To explore the story through play, role-play and storytelling;
- To write for meaning and purpose in a variety of narrative and non-narrative forms.

This teaching sequence is designed for a Nursery or Reception class.

Overview of this teaching sequence

This teaching sequence is approximately 2-3 weeks long if spread out over a series of sessions. The book supports teachers to teach about emotional response to narrative fiction. The narrative structure set in a familiar family and home setting and the characters and settings are well drawn, offering young readers a good model for their own role play, experimentation and to structure writing to record and enhance their play.

Early Years Foundation Stage Statutory Framework 2012:

Prime Area: Communication and Language

Listening and attention:

- Listen attentively in a range of situations;
- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions;
- Give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding:

- Follow instructions involving several ideas or actions;
- Answer 'how' and 'why' questions

Specific Area: Literacy

Reading:

- Read and understand simple sentences;
- Use phonic knowledge to decode regular words and read them aloud accurately;
- Read some common irregular words;
- Demonstrate understanding when talking with others about what they have read.

Writing:

- Use phonic knowledge to write words in ways which match their spoken sounds;
- Write some irregular common words.

about their experiences and in response to stories or events;

Speaking:

- Express themselves effectively, showing awareness of
- listeners' needs;
- Use past, present and future forms accurately when
- talking about events that have happened or are to happen in the future;
- Develop their own narratives and explanations by connecting ideas or events.

- Write simple sentences which can be read by themselves and others.
- Spell some words correctly and make phonetically plausible attempts at others.

Cross Curricular Links:

Understanding the World:

- Find Africa on a map or globe. Watch a video of Africa e.g. <http://www.bbcmotiongallery.com/gallery/home/showreelsbbc.do#showreel=15065895> and compare Africa with where the children live.
- Explore where families in the setting originate from and how far they have travelled to move here.
- Explore African animals and habitats in small world play.
- Explore Animals and babies, including humans.
- Explore how we grow, change, move.
- Explore senses and feelings.
- Explore houses and homes of animals and humans.

Expressive Arts and Design:

- Paint portraits of friends and family.
- Make African animals from junk modelling equipment.
- Make a collage of the setting.
- Explore African prints, Ndebele art, Batik.
- Explore and investigate African Instruments; djembe drums, thumb pianos etc. Listen to African music and create own compositions.
- Dance and move to African music. Watch African dance and copy and innovate own movements.

Physical Development:

- Investigate different ways of moving and travelling, inspired by the cousins in the story.
- Dance and move to African music, like Anna does with Uncle Tunde. Watch African dancers and copy and innovate own movements.

Mathematics:

- Use hands to explore counting in 5s and 10s.
- Look at odd and even numbers by making a street of houses with odd on one side and even on the other.
- Use home role play area to match patterned socks and count these in twos when pairs are made.
- Use questions and tally charts to capture personal data, such as hair colour, eye colour, shoe size and use bar charts to record findings.

Ideas for Continuous Provision

Reading area:

- Create a display of books with familiar settings and focussed around families and that reflect the backgrounds of children in the setting, such as *So Much or Full*, *Full of Love* by Trish Cooke, *Titch* by Pat Hutchins, *Avocado Baby* by John Burningham, *Eat Up* Gemma by Sarah Hayes, *This is Lulu* by Camilla Reid etc.
- Make a display in the book area of parents/carers sharing favourite books with their children.
- Create a display of children's self portraits sharing their favourite texts by photocopying the book covers.
- Collect dual language picture books that reflect the languages spoken by families in the setting.

Mark making/ writing

- Writing cards / notes / messages for people we love.
- Diagrams or factsheets about people.

Small world play:

- Provide opportunities for children to revisit and talk together to explore this story for themselves in as many ways as possible:
 - **Storyprops:** create stick puppets of all the characters and create a tabletop theatre from a cardboard box
 - **Storybox:** Create a storybox of the setting with the children. Fill it with a variety of small people, buildings and cars to represent the characters and setting in the story.
 - Build a large scale model of the setting, with children junk-modelling the buildings and add dolls house people, natural materials etc.
- You could also create:
 - An African savannah scene in a tuff-spot with characters and leaves, twigs and other natural materials to depict the jungle setting.
 - In the outdoor area, place African animals in the sand, mud. Use water to make watering holes.

Music Area:

- Create a music area, using African inspired instruments if they are available.
- Invite an African music/dance workshop into your school.

Role Play:

Classroom role-play:

- Work with the children to remodel the classroom role-play area as a travel agent. Enlist the children's help in writing signs for the shop, make price lists, posters, travel brochures, tickets, passports and postcards about trips to Africa and Ghana, sometimes writing as teacher-in-role alongside the children as part of the play.
- Prior to this, take children to visit a real travel agent to see what happens there and collect further resources for

Teaching Approaches:

- Reading aloud and rereading
- Role Play and Drama
- Re-enacting
- Visualising
- Poetry

Writing Outcomes:

- Shared Journal
- Poetry
- Speech/Thought Bubbles
- Caption Writing
- Recipe Writing
- Card Writing
- Own and Class made books

Teaching Sessions

Before beginning this book:

- Ask children to bring in photographs of themselves, their families and where they live and special family moments e.g. birthdays, holidays, celebrations. These can be talked about and stories shared. If children have not brought pictures in, take pictures of special times in the setting including the child or take a photo of them with their parent/carer as they arrive or leave the setting.

Introducing the book: Explore an Illustration

- Without sharing the front cover of the book, introduce Anna Hibiscus through the illustration on the second page of text. Cover the text so that children respond only to the picture. Allow children time to look and respond to what they can see and what they think they know about Anna and her life. Where does she live? Who with? What do they do? Scribe ideas in the shared journal around a copy of the picture. Read aloud the first two pages of the text. What is it like in Africa where Anna lives?
- You could watch a video for further inspiration, such as: <https://www.youtube.com/watch?v=826tpNNrCF0>
- Use this as an opportunity to discuss the different countries that make up Africa, explore the continent on a globe or map and look at where the video travels to. Discuss the similarities and differences between these countries and cities and their own and cities near them or that they know.
- In small world play, the children may wish to compare and contrast the city and savannah life across Africa, investigating contrasting parts of the landscape and its wildlife. You may want to watch further videos, such as: <https://www.youtube.com/watch?v=BOT6EHPne0I> Leave sentence strips to scribe or for children to record observations about the animals. These can then be made into a class book.

Exploring Feelings:

- Read aloud the next two pages of the book. Talk about what makes Grandfather and Grandmother happy. Ask the children to think about things, people or places that make them happy. Grandfather counts up five fingers – five things that make him happy. Get children to draw around their hands and think of five things that make them happy in each finger and thumb. Children could draw or write or have scribed the things that make them happy. Share these things together.

Exploring vocabulary and concepts

- Read aloud the next two pages of the text, where Anna helps her Aunties to make pounded yam.
- Investigate what a yam is by looking at one in class. What does it look/feel/smell like?
- Children could draw and describe the yams.
- Read the attached recipe for pounded yams and have a go at making these in class. The children will soon experience what hard work this is for the Aunties and for little Anna.
- After the yam is cooked the children can taste the yam and describe what it is like.
- You can also take photos of the process and write it up in the children's own words to make a class recipe book for pounded yam.

Reenacting events:

- Read the next two pages, where Anna explores movements with her cousins. Talk about the ways in which the cousins move and what they can do.
- In the outdoor area and/or in the hall, investigate physical abilities. Take photos of the children engaged in physical activities and take photos to celebrate achievements.
- Talk to the children about movements they can do and physical achievements they are proud of, e.g. skipping with a rope, hula hooping, riding a bike.
- Use the talk and photos to write captions with the children for a 'Look What We Can Do!' book or display to inspire others to try new physical challenges.

Reading aloud and exploring rhythm:

- Read aloud the next two pages of the text, where Anna dances with Uncle Tunde.
- Explore the illustrations, talking about what the children can see and how the characters move.
- Listen to some traditional African music. CDs such as 'The Rough Guide to African Music' are fantastic for this.
- Get the children to move rhythmically and dance to the music.
- Talk about how the music sounds, what it makes them feel like and how it makes them move.
- Talk about the music the children like to dance to or music that makes them happy when they listen to it.
- Create a stage area in the indoor or outdoor area where the children can dance freely. Some African fabrics or clothing to dress up in or to use as a backdrop could provide further stimulus for creative work and pattern making.

Empathising with a character

- Read the next three pages of text, where Anna talks to her mother and father about what makes them happy.
- Think back to the photographs that the children have brought in of their families. Who is special to them? Why?
- In the creative area, set up a card making workshop for children to make cards for the people that they love and that are special to them. What will they say inside the card?

Shared Writing: Poetry

- Read Anna Hibiscus' happiness song. Talk about all the things that make Anna happy.
- Get the children to think about the things that make them the happiest.
- Use these ideas to make a class happiness song, e.g.:

Visualising and Describing:

- Read the next two pages, exploring what Anna hears when she sits still in the mango tree.
- Take the children on a listening walk in the outdoor area. Encourage them to sit still and quietly and listen to see what they can hear. The additional texts '**Listen, Listen**' by Phillis Gershator and Alison Jay and '**Polar Bear, Polar Bear, What do You Hear?**' By Eric Carle may provide extra stimulus for this activity.
- Children can make their own 'Listen, Listen' or 'Children, Children, What do You Hear?' book to record what they have heard on their listening walk, using descriptive vocabulary to describe what the things they heard sounded like, e.g.:

Listen, Jenikah, what's that sound?

Birds tweeting all around.

Or:

Jenikah, Jenikah, what do you hear?

I hear a car beep, beeping in my ear!

- The children could draw, paint or create their own illustrations for the text.

Book Talk

- Read the book again. Talk with children about what they like or don't like about the story, about any questions that they have or anything that the story makes them think about.
- Ask them to say which part of the book stays in their minds most vividly. What will they tell their friends about this book?

Capture responses in speech bubbles to add to the shared journal or class display. Talk about any questions raised. How can we answer them?

Towards own writing:

- Using the photos that the children have brought in, or using their own illustrations children can make their own simple books about their families or contribute to a class book about families.
- These can then be displayed in the book area for children and parents to share.

Other ideas and Activities:

Phonological Awareness:

1) Alliteration:

- Re read the first page of the story to the children. Enlarge the page so that the children can see the print. 'Anna Hibiscus lives in Africa, Amazing Africa. Look at all the words that start with the sound /a/.
- Use this to make a class sound book, make collections of words and pictures that start with the sounds children are learning in Phase 2 of Letters and Sounds. Photos could be taken of the children with different objects that start with each sound to make a class sound book or sound frieze for them to refer to in phonic sessions or in their own writing.

2) Use and Application of Phonics at Letters and Sounds Phases 2-4

3) Rhythm and Rhyme:

- Encourage families to come into the setting to record important family songs. These can be made into a playlist or CD for the children to listen to or take home.