



Lesson Extensions and Activities for *Abiyoyo*

Age Range: 4 - 8 years

Reading Is Fundamental

Google Voyager Folktales Unit

Book Description

Once upon a time, a young musician and his magician father lived in a South African town where their music and tricks were not appreciated by the townspeople. One day, a large and terrifying giant named Abiyoyo threatened to eat all of their sheep and ruin their village. Could the boy and his father save the day?

Folktale Background

Pete Seeger adapted a South African folktale into the storysong *Abiyoyo*. The original folktale involves an ancient monster who eats people. The village parents get the monster dancing, it falls down in a fit and then it is dispatched by the parents. Seeger's storysong was based entirely on a footnote that he read about that tale.

Vocabulary

- Ukulele – A member of the lute family of instruments.
- Ostracized – Excluded from a group.
- Matted – Tangled into a thick mass.
- Staggered – Moving about unsteadily.

Prior to Reading

- Ask students if they have heard of South Africa. On chart paper, create a Venn diagram and have students share what's similar about the U.S. and South Africa and what's unique to each country. Note students' answers even if they're incorrect as you will go back and discuss the answers after learning more about South Africa.
- Walk students through the South Africa [Google Voyager Experience](#). Students will learn about the setting where the story takes place. Add additional notes to the Venn diagram as you walk through the experience.
- Share with students that this story is set in South Africa. Ask if they've heard any other stories set in South Africa and call on volunteers to share.

While Reading

- Stop reading on the page that says, "Take that thing out of here!" Ask students if they've ever heard a ukulele and have them share how one sounds.
- Stop reading on the page that says, "They could feel the whole ground shake." Ask students to guess what's making the ground shake.

- Stop reading on the page that says, “They run across the fields.” Ask students to guess what the father and son plan to do.
- On the pages that have music notes, have students sing along to the lullaby.

Post Reading Activities

- Lead a discussion about the tale. Ask students such questions as:
 - Why do the townspeople ask the son and father to leave the town?
 - If you lived in the town, would you ask the son and father to leave? Why or why not?
 - How do the son and father make Abiyoyo disappear?
 - Why do the townspeople invite the son and father back?
- Have students complete the Criss Cross, Memory Matching, and Word Search puzzles about *Abiyoyo* on RIF’s Literacy Central (<https://www.rif.org/literacy-central>).

Lesson Extensions and Activities

Here are some ways to further explore the story:

Primary Standard for all activities: RL.K.10 (Actively engage in group reading activities with purpose and understanding.)

- **Math** – Have students complete word problems using paper cutouts of items related to *Abiyoyo*.
 - Example word problem: Abiyoyo grabs up many of the sheep and cows that live in the town. Before he arrived, the townspeople had 10 sheep and 12 cows. After he arrived, they only have 2 sheep and 3 cows. How many sheep did Abiyoyo grab?

Objective: Students will be able to use representations to solve addition and subtraction problems.

Standards: CCSS.MATH.CONTENT.1.OA.A.1 (Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.)

Materials:

- Printouts with word problems related to *Abiyoyo*
- Paper representations of items in the story
- Pencils

- **Arts** – Abiyoyo is described as a great big shadow that makes the ground shake. The story says that he has long fingernails, slobbery teeth, stinking feet and matted hair. Have students use this description to draw or create a picture of what they think Abiyoyo looks like.

Objective: Students will design and create artistic works based on a description.

Standards: National Core Arts Standards, Anchor Standard #3 (Refine and complete artistic work.)

Materials:

- Glue
 - Markers
 - Colored pencils
 - Construction paper
 - Pencils
 - Magazines that can be cut
 - Scissors
- **Science** – The boy and his father use music to lull Abiyoyo to sleep. Have students explore how music is made by motion through participating in the [Make Your Own Drum experiment from Sciencing.com](http://www.sciencing.com).

Objective: Students will explore how motions produce sounds.

Standards: NSES Physical Science Standards Levels K-4 (Position and motion of objects.)

Materials:

- Rubber band
 - Pen or pencil
 - Plastic bowls of different sizes
 - Sheets of waxed paper large enough to cover the top of the plastic bowls
 - Scissors
- **Writing** – The townspeople are scared of Abiyoyo because he is very large and he acts very reckless. Have students write the story from Abiyoyo’s perspective, highlighting how he’s misunderstood rather than malicious.

Objective: Students will recall details from a book to write from a character’s perspective.

Standards: CCSS.ELA-LITERACY.W.1.3 (Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.)

Materials:

- Journals
- Pens