

The Ghost Catcher

Retold by Mitch Weiss & Martha Hamilton

Illustrated by Kristen Balouch

Outcome:

Students will learn about mirrors in this folktale from Bengal.

Materials:

- Book, *The Ghost Catcher*
- 10 index cards, each with 1 letter of the word “reflection” on it
- 1 large mirror
- World map or globe
- Paper
- Paint and paint brushes
- “Sentence Cube” worksheet
- Scissors
- Glue or tape
- “Following Written Directions” worksheet
- Crayons or markers
- “Long /ō/” worksheet
- (Optional) Hoffmire, A.B. *The Ogre Bully*

About the Book:

Guided Reading:

L

Lexile Level:

660L

Character Traits:

Courage

Resourcefulness

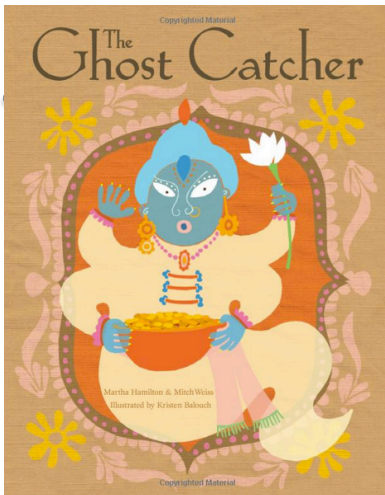
Trustworthiness

Region:

Asia, India

ISBN:

978-0-8748-3835-0



The Ghost Catcher

First Grade

Common Core

Standards:

CCSS.ELA-LITERACY.L.1.5.C

Identify real-life connections between words and their use

CCSS.ELA-LITERACY.L.1.2.E

Spell untaught words phonetically

Materials Continued:

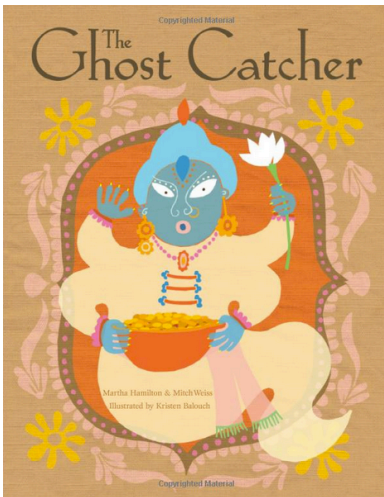
Cooking Materials:

- Stove
- Large saucepan, large spoon, whisk
- 1 small bowl
- Bowls, spoons, napkins
- 2 cups water
- 1 cinnamon stick
- 1 can (14 oz) sweetened condensed milk
- ½ cup raisins
- 2 large eggs
- 1 cup white rice
- 1 can (12 oz) evaporated milk
- 1 ½ teaspoon vanilla extract
- ¼ teaspoon salt
- ¼ teaspoon cinnamon

Instructional Plan

Introduction:

- Choose 10 students to stand at front of room; give each 1 index card with a letter from the word “reflection” on it.
- Ask students to stand shoulder to shoulder, hold their cards in front of them so their classmates can see the letters.
- Ask remaining students to arrange their classmates (and their letters) in order to spell a word.
- Ask students what “reflection” means (an image of anything in a mirror in the water; to think about something)
- Name objects that reflect images
- Ask students to share what they know about mirrors; where can mirrors be found?
- Share the following facts:
 - Many smooth surfaces are reflective
 - The earliest mirrors were made of metal
 - Modern mirrors are flat sheets of glass with metal coating; when looking a flat mirror, images are reversed
 - Curved mirrors distort images



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Instructional Plan Continued

Teacher Reads the Story:

- Inform students that they will be reading a folktale from Bengal. Show Bengal on a world map or globe.
- Inform students that mirrors are important in the story.
- Ask students to share ways they think mirrors will be used.
- Ask students to listen for how and when mirrors are important in the story.

Common Core

Standards:

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about details

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations

CCSS.ELA-LITERACY.SL.1.1.C

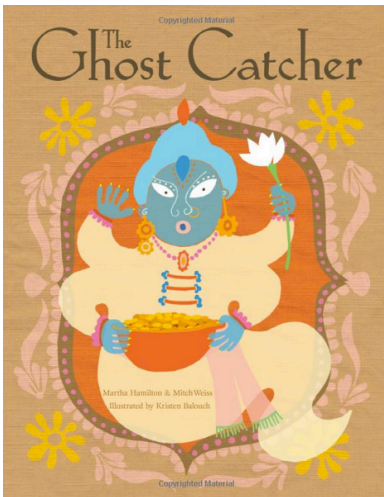
Ask and answer questions about details

CCSS.ELA-LITERACY.SL.1.3

Ask and answer questions about what speaker says

Questions for Assessing Students' Comprehension:

- What job did the man have?
- Who are the main characters in this story?
- Did the barber like his job?
- What would the barber do if someone told him a tale of woe?
- What does "woe" mean?
- What objects did the barber always keep in his bag?
- Why did the barber go to the next village to work?
- Where did the barber sleep while on his journey?
- Who tried to scare the barber after he fell asleep?
- What happened after the barber fell asleep?
- How did the barber trick the ghost?
- What did the barber tell the ghost to bring to him?
- What did the barber tell the ghost to build?
- What did the ghost's uncle say when he saw his nephew working so hard?
- What did the barber do when the ghost and the uncle ghost looked in his window?
- What did the barber tell the uncle ghost to do for him?
- Why was the barber happy at the end of the story?
- What was the problem of the story?
- How was the problem resolved?



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Questions for Interpretation:

- How was the barber clever? How was he brave?
- What would you have done if you were the barber?
- What was the most important thing the barber had in his bag? Why?
- Why would a barber carry a mirror?
- Why was the ghost scared when he looked in the mirror?
- The ghost did not recognize his own reflection. What is a reflection?
- Why did the barber tell the ghost to bring him money?
- Why did the barber tell the ghost to build him a shed and fill it with rice?
- What did the barber's wife think about what her husband did?
- If a customer would tell the barber "a tale of woe," he would tell them to keep their money. What is "a tale of woe?"
- When the barber gave the ghost his demands, the ghost "flew off in a frenzy." What does that mean?
- Why do the ghost and his uncle fly the other way when they see the barber coming?
- How are the two ghosts related? Do you have any uncles?
- Look at the illustration of the ghost bringing coins to the barber. If you could be in the illustration, where would you like to be?
- What lesson did the barber learn?
- What lesson did the ghosts learn?

Common Core

Standards:

CCSS.ELA-
LITERACY.RL.1.1

Ask and answer questions about details

CCSS.ELA-
LITERACY.SL.1.1

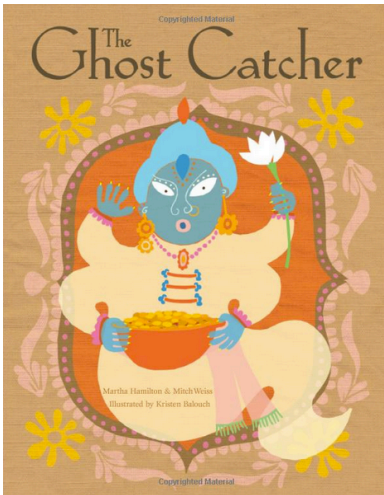
Participate in collaborative conversations

CCSS.ELA-
LITERACY.SL.1.1.C

Ask and answer questions about details

CCSS.ELA-
LITERACY.SL.1.3

Ask and answer questions about what speaker says



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Follow Up Activities:

Mirroring Activity

Directions:

- Divide class into pairs
- Ask each pair to stand facing each other, about 2 feet apart.
- Explain that one partner will be the leader and the other will be the mirror.
- Instruct mirrors to closely follow their leader and do the following actions at the same time in the same way as their leader:
 - Touch their toes
 - Reach their hands over their heads
 - Touch their noses
 - Jump up and down
 - Wink
 - Jog in place
- Ask leaders to create their own actions
- Have pairs switch roles
- Discuss the exercise with students and ask them:
 - Was it easier to be the leader or the mirror? Why?
 - Which actions were the hardest to follow? Why?

Point of View

Directions:

- Ask students to retell the story from the ghosts' point of view.
- Ask students how this retelling of the story is different than the original story.

“Following Written Directions” Worksheet

Directions:

- Students read and follow the directions on the worksheet to color each picture.

Common Core

Standards:

**CCSS.ELA-
LITERACY.SL.1.1**

Participate in collaborative conversations

**CCSS.ELA-
LITERACY.SL.1.1.A**

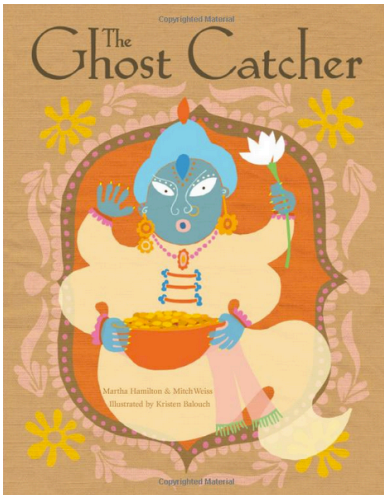
Follow agreed-upon rules for discussions

**CCSS.ELA-
LITERACY.SL.1.1.B**

Respond to comments of others

**CCSS.ELA-
LITERACY.RL.1.6**

Identify the narrator at various points



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Follow Up Activities:

Mirror Art

Directions:

- Fold pieces of unlined paper in half horizontally
- Each student paints his/her names above the fold in the paper so the bottom of each letter is touching the fold.
- Fold papers in half with paint on the inside and press the halves together.
- Carefully unfold papers to reveal their names and their mirror image below. Set aside to dry.
- Once dry, fold paper in half with paint on the outside.
- Cut each page in half at the fold and keep half containing the mirror image.
- Shuffle the papers and give each student a new paper with someone else's name. Have students guess whose name it is without communicating with each other.
- Inform students they may use objects in the classroom to help. (Make a large mirror accessible to students)
- Ask students to return the papers to the correct students once they have determined whose name is on the paper.
- Discuss with students how they solved the problem.

“Sentence Cube” Worksheet

Directions:

- Ask students to name important words from the story.
- Write the words on the board.
- Students choose 6 words and write 1 word in each of the six squares on the “Sentence Cube” worksheet.
- Students complete the sentence cube by cutting on the solid lines and folding on the dotted lines to form a cube.
- Tape the flaps to the cube to secure them.
- Working with a partner, students take turns tossing the cube and creating a sentence with the word showing on the top of the cube when it lands.

Common Core

Standards:

CCSS.ELA-LITERACY.W.1.7

Participate in shared research and writing projects

CCSS.ELA-LITERACY.SL.1.6

Produce complete sentences

CCSS.ELA-LITERACY.L.1.1.A

Print all upper and lowercase letters

CCSS.ELA-LITERACY.L.1.1.G

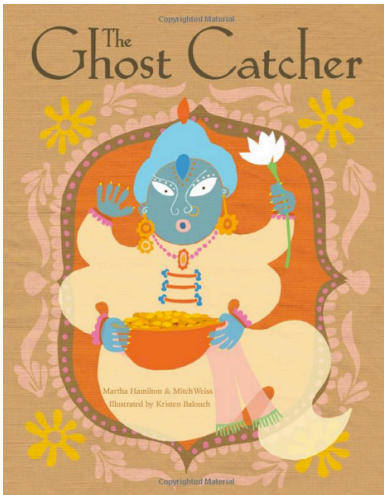
Use frequently occurring conjunctions

CCSS.ELA-LITERACY.L.1.1.H

Use determiners (ex: articles, demonstratives)

CCSS.ELA-LITERACY.L.1.2.B

Use end punctuation for sentences



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Follow Up Activities:

ABC Order

Directions:

- Divide the class into three groups; write word lists below on the board.
- Instruct students to write the words in alphabetical order.
- Group A: barber, tools, ghost, pot, bag, rice
- Group B: barber, tools, ghost, pot, bag, rice, hair, shed, comb, mirror, gold
- Group C: barber, tools, ghost, pot, bag, rice, hair, shed, comb, mirror, gold, scissors, tree, village, uncle, window

Character Education:

Directions:

- Remind students that the barber was resourceful. Ask students what “resourceful” means (able to deal effectively with problems, good at finding a way to do things).
- Ask students to share a time when they were resourceful.
- Ask students to draw a picture of someone they know being resourceful.
- Ask students to each write a sentence describing his/her picture.

“Long /ō/” Worksheet

Directions:

- Remind students that the word “ghost” has the long /ō/ sound in it.
- Students name each picture.
- Students color the pictures of the words containing the long /ō/ sound.

Make a Poster

Directions:

- Students make a poster to advertise the barber’s haircuts.
- Ask students what info they’ll need to make the ad (who, when, where, “haircuts are free if you tell a tale of woe,” etc.).
- Present posters to the class.

Common Core

Standards:

CCSS.ELA-
LITERACY.L.1.5.A

Sort words into
categories

CCSS.ELA-
LITERACY.L.1.5.B

Define words by category
and by one or more key
attributes

CCSS.ELA-
LITERACY.L.1.5.C

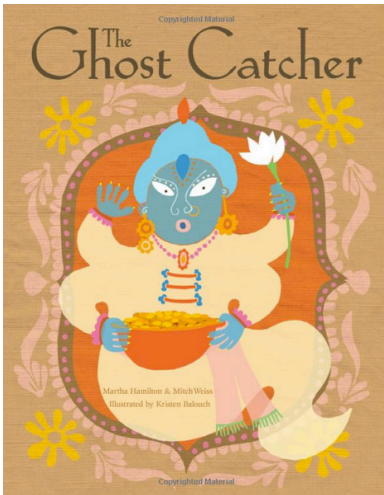
Identify real-life
connections between
words and their use

CCSS.ELA-
LITERACY.L.1.2.D

Use conventional spelling
for words with common
spelling patterns

CCSS.ELA-
LITERACY.SL.1.5

Add visual displays to
descriptions



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Follow Up Activities:

Seek and Find

Directions:

- Review illustrations with students. Show the endpapers of the book and talk about who/what each person/animal/thing is.
- Divide the class into small groups and give each group a copy of *Ghost Catcher*.
- Ask students to review illustrations to find the people/animals/things shown in endpapers in the book.
- Review concept of major and minor characters; identify each in the story.
- Ask students if the main or minor characters were the easiest to find in the illustrations.
- Ask students to choose a character and create a background story for that character. Share stories with the class.

Compare and Contrast

Directions:

- Read *The Ogre Bully* by A.B. Hoffmire. This folktale from Sweden tells of a clever woman who helps her husband outwit an ogre, intent on taking their land.
- Students compare and contrast the themes of bravery and cleverness in this tale and in *The Ghost Catcher*.

Cook Rice Pudding

Directions:

- Refer to cooking materials and ingredients on page 2.
- Place water, rice and cinnamon sticks in a small saucepan and bring to a boil. Cover and reduce heat to low. Cook until liquid is absorbed.
- Remove cinnamon sticks.
- Add evaporated milk, sweetened condensed milk, vanilla extract, raisins, and salt. Stir and bring to a boil.
- In a small, still a small amount of rice mixture into beaten eggs.
- Add egg mixture into remaining rice mixture. Use whisk to mix.
- Bring to boil; stir constantly and cook for 2 minutes.
- Sprinkle with cinnamon before serving. May serve warm or cold.

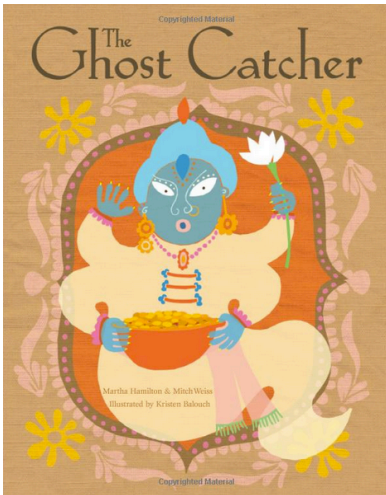
Common Core

Standards:

CCSS.ELA-
LITERACY.RL.1.7

Use illustrations/details in a story to describe characters, setting, or events

CCSS.ELA-
LITERACY.RL.1.9
Compare and contrast



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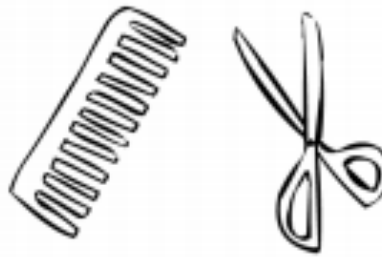
First Grade

Name _____

Date _____

Following Written Directions

1. Here are the barber's tools.
Color the comb blue.
Color the scissors red.
Draw a bag for them.



2. Here is a tree.
Color the trunk brown.
Color the leaves green.
Draw the barber sleeping under the tree.

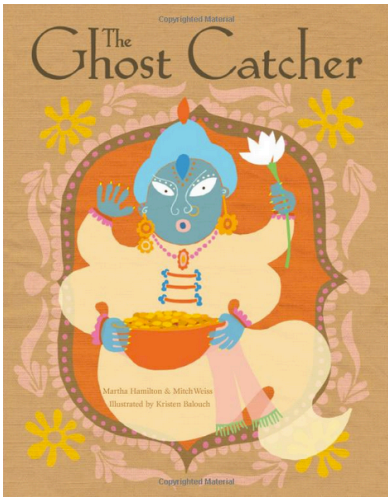


3. Here is the ghost.
Color the ghost's face blue.
Color the ghost's body yellow.



4. Here is a shed for rice.
Color the roof brown.
Color the door blue.





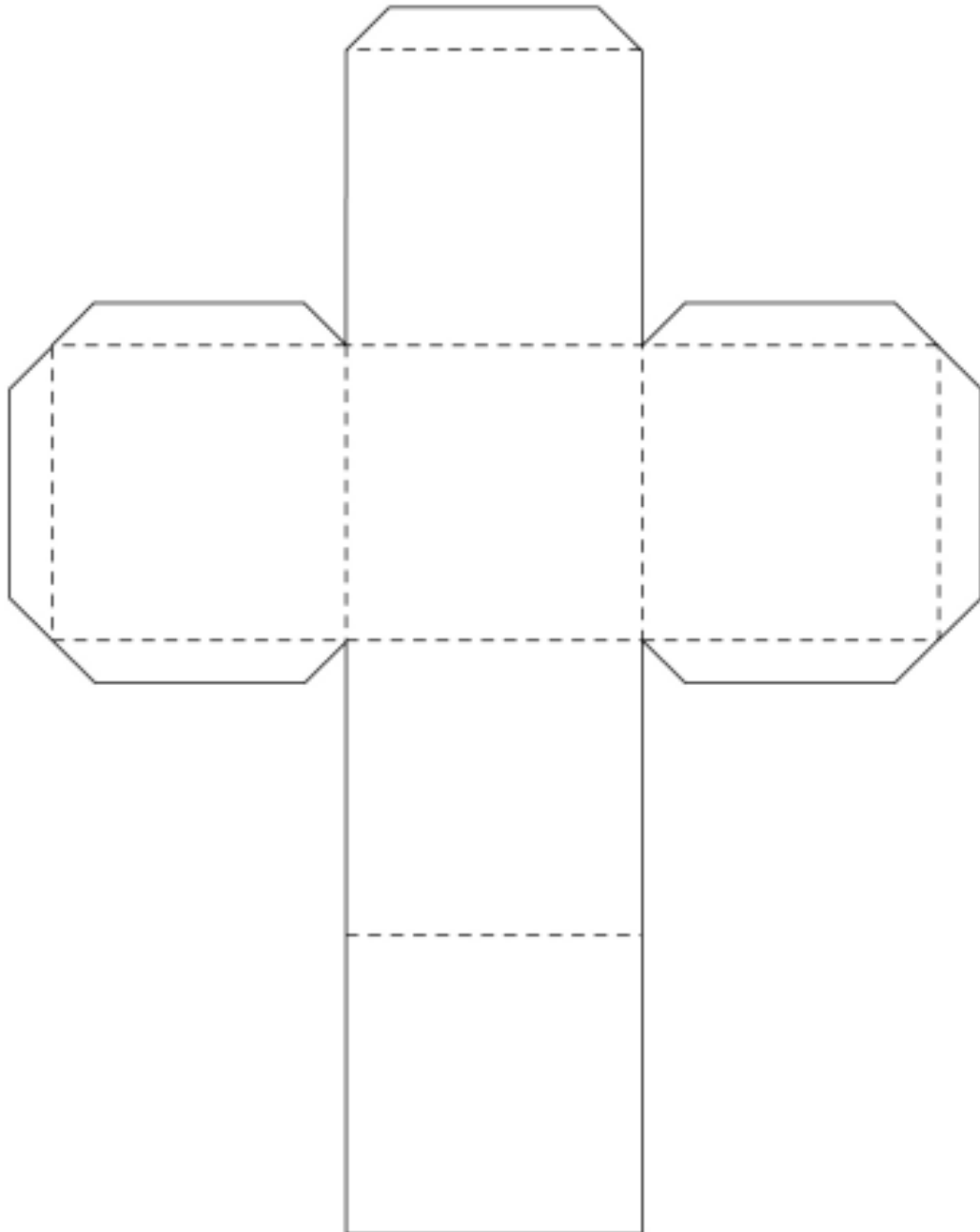
The Ghost Catcher

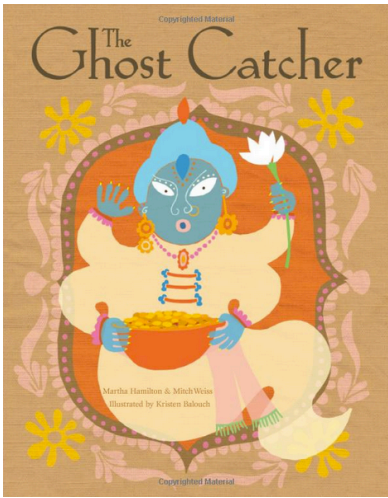
First Grade

Name _____

Date _____

Sentence Cube





The Ghost Catcher

First Grade

Name _____

Date _____

Long /ō/

