

The Ghost Catcher

Retold by Mitch Weiss & Martha Hamilton
Illustrated by Kristen Balouch

Outcome:

Students will explore a folktale from Bengal and learn about Bengali culture, geography, and art.

Materials:

- Book, *The Ghost Catcher*
- World map or globe
- Long sheets of paper
- Crayons or markers
- Paper (lined and unlined)
- 1 strip of paper per student (3 in X 11 in)
- “Closure” worksheet
- “Following Directions” worksheet
- Design stencils or stamps
- “Clustering” worksheet
- (Optional) DeSpain, Pleasant. “The Mirror,” from *Thirty-Three Multicultural Tales to Tell*.

About the Book:

Guided Reading:

L

Lexile Level:

660L

Character Traits:

Courage

Resourcefulness

Trustworthiness

Region:

Asia, India

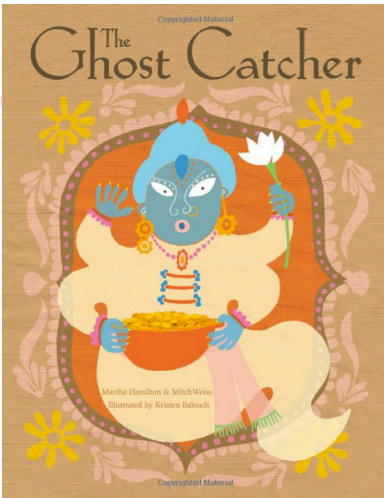
ISBN:

978-0-8748-3835-0

Instructional Plan

Introduction:

- Locate Bengal on a map or globe.
- Ask students what they know about India.
- Share information about Bengal:
 - Bengal encompasses the Indian state of West Bengal and the independent nation of Bangladesh.
 - More people live in Bengal than in almost any other place in the world.
 - Bengal has a tropical climate. The average temperature ranges from 60 to 90 degrees Fahrenheit.
 - Banyan trees grow in Bengal. They provide shade for travelers. Many Bengali stories involve spirits that live in these trees.
- Read “About the Story” on the last page of the book.



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Instructional Plan Continued

Teacher Reads the Story:

- Inform students that they will be reading a folktale from Bengal.
- Students take turns reading one page aloud and showing the accompanying illustrations.

Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.1

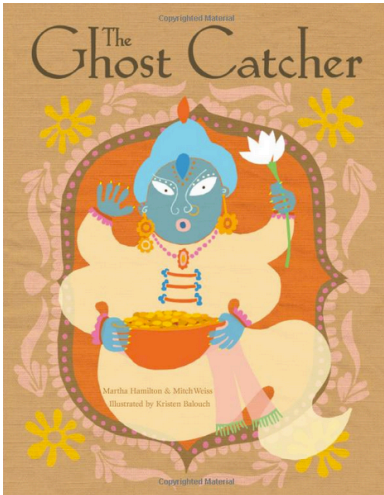
Ask and answer questions to demonstrate understanding

CCSS.ELA-LITERACY.RL.2.3

Describe how characters respond to events and challenges

Questions for Assessing Students' Comprehension:

- Who are the main characters in this story?
- What is the setting?
- What is the conflict or problem?
- What job did the man have?
- Did the barber like his job?
- What would the barber do if someone told him a tale of woe?
- What objects did the barber always keep in his bag?
- Why did the barber go to the next village to work? How did he get there?
- Where did the barber sleep while on his journey?
- 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? Why?
- What did the barber tell the ghost to build? Why?
- 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 peered in his window?
- What did the barber tell the uncle ghost to do for him?
- How was the conflict of the story resolved?
- Why was the barber happy at the end of the story?



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Common Core

Standards:

CCSS.ELA-LITERACY.RL.2.1

Ask and answer questions to demonstrate understanding

CCSS.ELA-LITERACY.RL.2.3

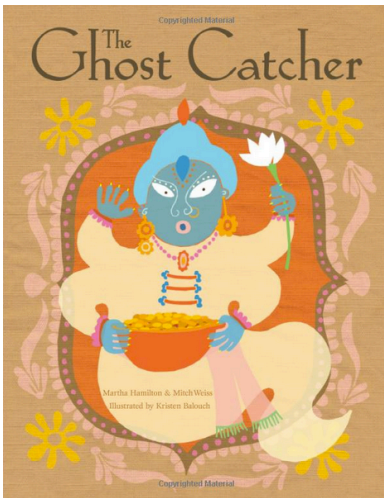
Describe how characters respond to events and challenges

CCSS.ELA-LITERACY.RL.2.10

Read and comprehend literature

Questions for Interpretation:

- How was the barber clever? How was he brave?
- Why did the barber think it would be easier to accept money from strangers?
- How was the banyan tree an important part of the story?
- Why did the barber sleep under the tree?
- What was the most important thing the barber had in his bag? Why?
- Why was the ghost scared when he looked in the mirror?
- 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 told the barber "a tale of woe," he would say the haircut was free. What is a "tale of woe?" Why would the barber do this?
- 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 can you tell where this story takes place?
- What lesson does this story teach? How can you apply it to your own life?



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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?

Create a Timeline

Directions:

- Assign students to each work with a partner to create a timeline of the story events.
- Explain that timelines should include a list of events in chronological order as well as illustrations of the events.
- Ask each pair to share their timelines with the class.

Common Core

Standards:

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions

CCSS.ELA-LITERACY.W.2.7

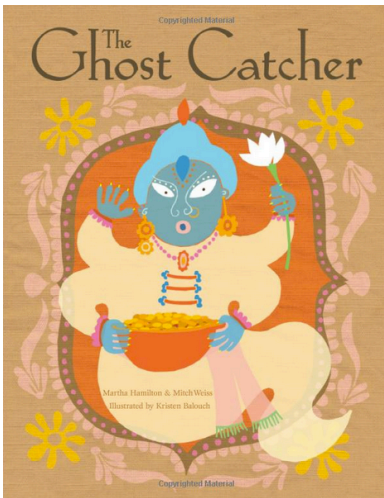
Participate in shared research and writing projects

CCSS.ELA-LITERACY.SL.2.2

Describe key details from a text

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation



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Follow Up Activities:

Character Interviews

Directions:

- Tell students they will pretend to be news reporters and will interview the barber, the barber's wife, the ghost and the uncle ghost.
- Ask each student to write 3 interview questions to ask each character.
 - Why did you have a hard time taking money for your haircuts?
 - How did you know the ghost would not recognize himself in the mirror?
 - Why did you want the ghost to bring you money and a lot of rice?
- Call students to the front of the class, 2 at a time.
- Ask 1 student to be a character from the book and the other to be the interviewer. Take turns asking questions and being interviewed.
- Discuss with students:
 - Which character was the easiest to portray?
 - Which character was the most difficult to portray?
 - Which questions were the easiest to answer?
 - Which questions were the most difficult to answer?

Story Rewrite

Directions:

- Inform students that they will write a different ending to the story.
- Instruct students to write a new ending to the story, pretending that either the barber did not think to show the ghost his image in a mirror *or* the ghost recognized his reflection in the mirror and was not scared.
- Share new story ending with the class.

Common Core

Standards:

CCSS.ELA-LITERACY.SL.2.1

Participate in collaborative conversations

CCSS.ELA-LITERACY.SL.2.1.A

Follow agreed-upon rules for discussions

CCSS.ELA-LITERACY.RL.2.2

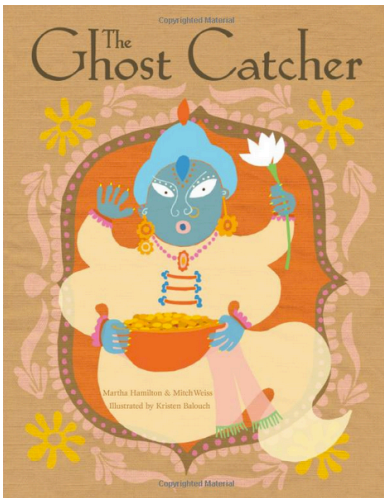
Recount stories and determine their lesson or moral

CCSS.ELA-LITERACY.RL.2.3

Describe how characters respond to events and challenges

CCSS.ELA-LITERACY.SL.2.6

Produce complete sentences when appropriate to task and situation



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Follow Up Activities:

Design a Bookmark

Directions:

- Create a book using 1 strip of paper (approx. 3 inches x 11 inches) per student.
- Include the title, author, illustrator, pictures and important words from the story.

“Closure” Worksheet

Directions:

- Ask students to read the sentences and determine the missing words based on context clues in the sentence. Teacher reviews the concept of context clues with students.
- Write the missing words in each sentence on the worksheet in the space provided.

“Following Written Directions” Worksheet

Directions:

- Read all the directions before beginning to draw.
- Follow the direction given in each sentence on the worksheet.

Pass the Sentence

Directions:

- Students sit in circles of about 8-10 students.
- Each student writes a word from the story in the center of his/her paper.
- Each student passes his/her paper to the student to the right. That student writes a word before and after the word on the paper, so it is possible to eventually write a plausible sentence with those words.
- Students continue passing their papers to the right and adding a word to the papers to make a sensible sentence. Continue passing until papers go around the circle and end with the student who began the sentence.
- When each student receives his/her paper back, he/she reads the sentence aloud.

Common Core

Standards:

CCSS.ELA-LITERACY.W.2.7

Participate in shared research and writing projects

CCSS.ELA-LITERACY.SL.2.6

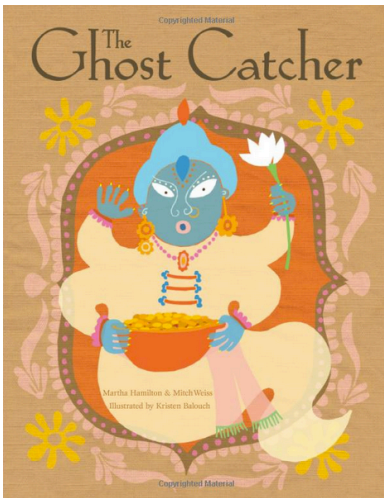
Produce complete sentences when appropriate to task and situation

CCSS.ELA-LITERACY.L.2.1.E

Use adjectives and adverbs

CCSS.ELA-LITERACY.L.2.1.F

Produce, expand and rearrange complete sentences



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Follow Up Activities:

Illustrator's Insight

Directions:

- Inform students that in order to be inspired to create the illustrations in the book, Kristen Balouch, the illustrator, surrounded herself with art from India. She made copies of paintings and sculptures and hung them in our studio, from floor to ceiling. She wore skirts from India, watched Indian movies, ate a lot of Indian food, and visited an Indian neighborhood near her home. She tried to experience the country through all five senses (seeing, hearing, touching, smelling, and tasting).
- Review Balouch's illustrations with students looking for ways the illustrator showed the story took place in Bengal.
- Inform students that Balouch noted that the crafts made in India have beautiful colors and patterns that repeat themselves. She created designs for the borders of the illustrations with these crafts in mind. The images were created on linen (which reminded her of the clothes from India) that had been dyed in tea.
- Notice the borders of the pictures. Instruct students to use stencils or stamps to create border patterns in the style of the artist.

"Clustering" Worksheet

Directions:

- Write the word "vacation" in the middle of the board.
- Draw 4 lines radiating from the word "vacation."
- Ask students what they think of when they hear the word "vacation."
- Record 4 responses on the board at the end of the radiating lines.
- Draw 2 or 3 lines radiating from each of the 4 new words.
- Ask students to name words related to the 4 new words.
- Complete the "Clustering" worksheet in the same way, beginning with the word "ghost."
- Inform students that this activity shows how ideas grow from a topic.

Common Core

Standards:

CCSS.ELA-LITERACY.SL.2.4

Tell a story or recount an experience with appropriate facts

CCSS.ELA-LITERACY.RL.2.7

Use information via illustrations and text

CCSS.ELA-LITERACY.SL.2.2

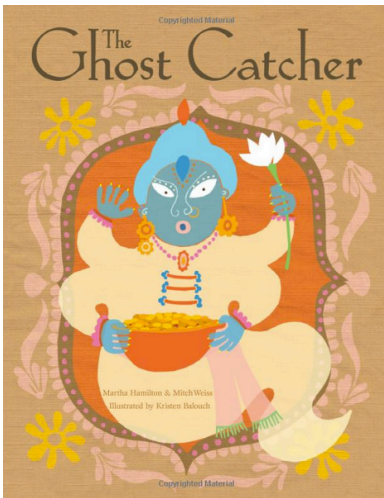
Describe key details from a text

CCSS.ELA-LITERACY.L.2.5.A

Identify real-life connections between words and their use

CCSS.ELA-LITERACY.L.2.5

Demonstrate understanding of word relationships



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Follow Up Activities:

Compare and Contrast

Directions:

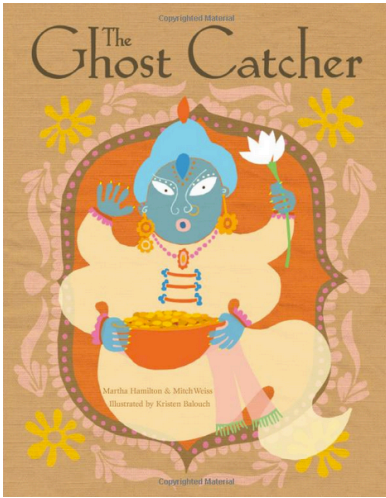
- Read “The Mirror” on pages 39-41 in *Thirty-Three Multicultural Tales to Tell* by Pleasant DeSpain. This humorous folktale from Korea tells of the misunderstanding that occurs when a family of farmers looks into a mirror for the first time; they’ve never seen their reflection.
- Compare and contrast with *The Ghost Catcher*.

Common Core

Standards:

**CCSS.ELA-
LITERACY.RL.2.9**

Compare/contrast two or more versions of the same story



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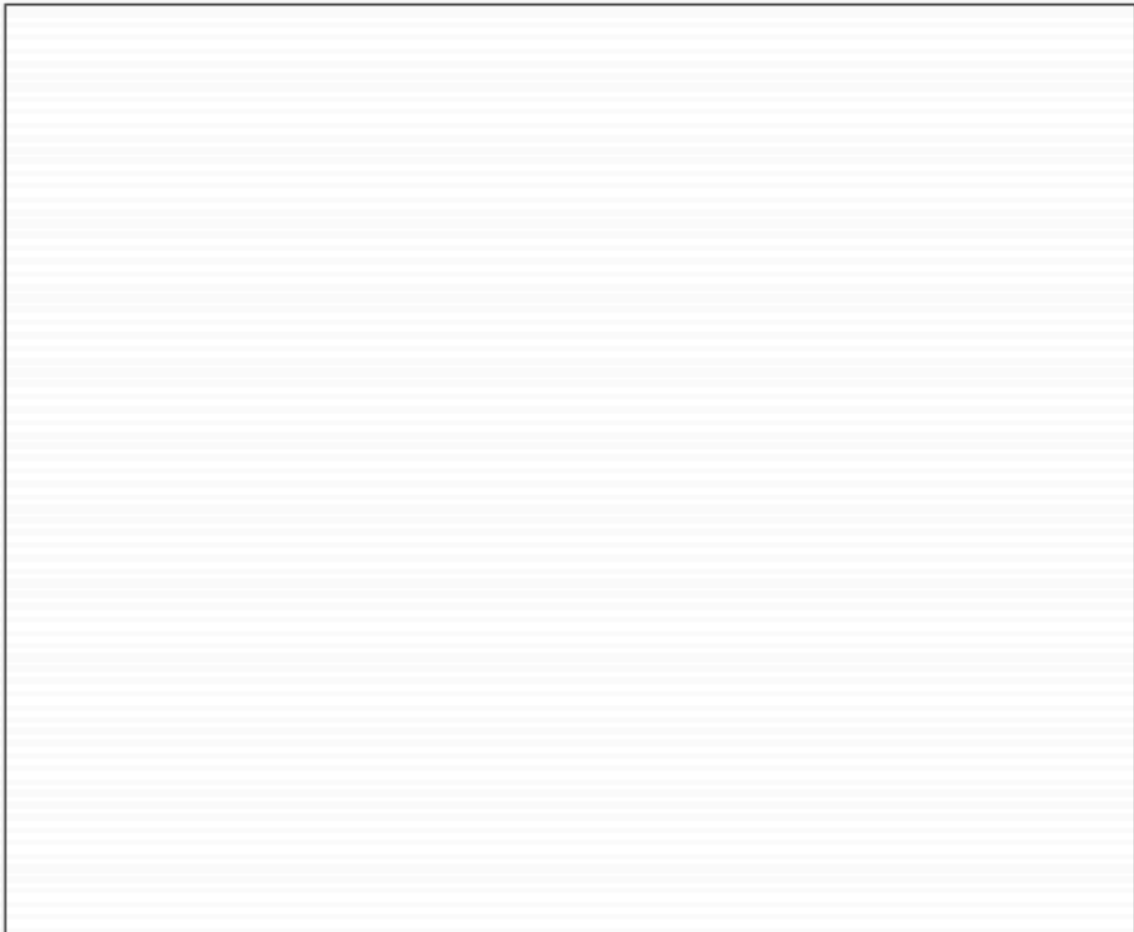
Name _____

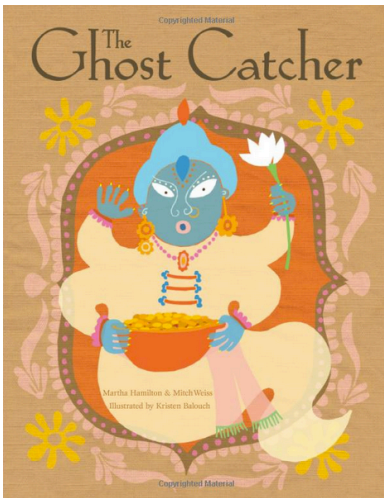
Date _____

Following Written Directions

Directions: Read all of the directions before beginning to draw. Follow the directions given in each sentence.

1. Draw a large tree.
2. Draw a shed for the rice to the left of the tree.
3. Draw a ghost flying above the shed.
4. Draw the barber's bag under the tree.
5. Draw a mirror next to the bag.
6. Draw the uncle ghost flying in the top right corner.





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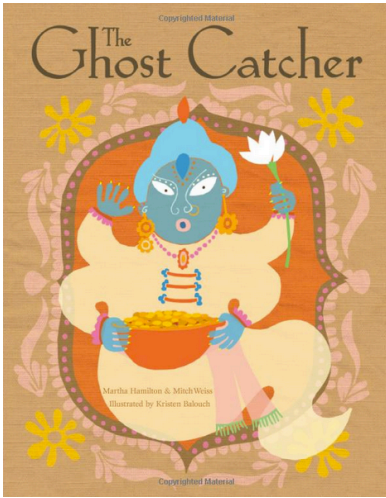
Name _____

Date _____

Closure

Directions: Read the sentences and determine the missing words based on context clues in the sentence. Write the missing word in each sentence, in the space provided.

1. The barber loved to cut _____.
2. If someone could not pay, he would say, "Keep your _____.
You need it more than I do."
3. The barber's hungry wife said, "We never have enough to _____."
4. The barber came to a large _____. He thought it would be a good place to sleep for the night.
5. A _____ lived in that tree.
6. The barber told the ghost that he is a ghost _____.
7. The barber showed the ghost his reflection in the _____.
8. The barber told the ghost to build a shed and fill it with _____.



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Name _____

Date _____

Clustering

