

# The Ghost Catcher

Retold by Mitch Weiss & Martha Hamilton

Illustrated by Kristen Balouch

## **Outcome:**

Students will explore the concepts of ghosts, mirrors, and bravery as they relate to a folktale from Bengal.

## **Materials:**

- Book, *The Ghost Catcher*
- Crayons or markers
- Unlined paper
- Blackboard or whiteboard
- 1 sphere-shaped lollipop per student
- 1 white tissue per student
- Fine-tip markers
- 1 (12-inch) string per student
- (Optional) *Conejito*, Margaret Read Macdonald

## **Cooking Materials:**

- Stove
- Large saucepan
- Plates, forks, napkins
- 2 cups white rice
- ¼ cup butter
- ½ cup raisins
- 4 cups water
- 2-3 teaspoons curry powder
- ¼ cup chopped onion
- 1 teaspoon salt

## **About the Book:**

### Guided Reading:

L

### Lexile Level:

660L

### Character Traits:

Courage

Resourcefulness

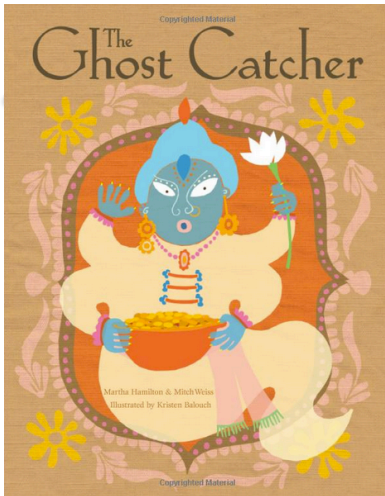
Trustworthiness

### Region:

Asia, India

### ISBN:

978-0-8748-3835-0



# The Ghost Catcher

Kindergarten

## Instructional Plan

### Introduction:

- Inform students they will be reading a story about ghosts.
- Ask students to share what they know about ghosts.
- Ask students to name books, songs, or movies about ghosts.
- Instruct each student to draw a picture of a ghost.
- Ask students to show their pictures to the class and describe them.

### Teacher Reads the Story:

- Remind students they will be listening to a story about how a kind barber tricked ghosts.
- Read the story and pause to check comprehension.
- Show illustrations and ask students to share how their ghost drawings are similar or different from the illustrator's drawings of ghosts.

## Common Core

### Standards:

CCSS.ELA-  
LITERACY.SL.K.5

Add drawings or other visual displays to descriptions.

CCSS.ELA-  
LITERACY.RL.K.1

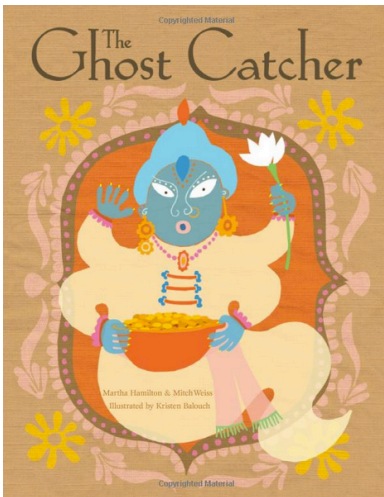
Ask & answer questions about details in text

CCSS.ELA-  
LITERACY.RL.K.3

Identify characters, settings, & major events

## Questions for Assessing Students' Comprehension:

- 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 does "woe" mean?
- What objects did the barber always keep in his bag?
- Where did the barber sleep while on his journey?
- Who tried to scare the barber after he 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?



# The Ghost Catcher

Kindergarten

## Common Core

### Standards:

CCSS.ELA-  
LITERACY.RL.K.1

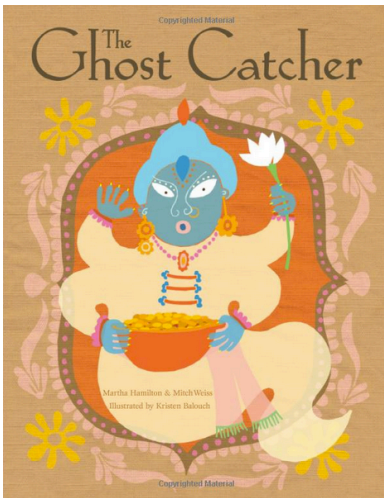
Ask & answer questions  
about details in text

CCSS.ELA-  
LITERACY.RL.K.3

Identify characters,  
settings, & major events

## Questions for Interpretation:

- Who cuts your hair?
- 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 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?
- The ghost told his uncle, "I must finish this task by the end of the day." What is a "task"? What kind of tasks do you do? Ask students to pantomime doing a task.
- The two ghosts peered in the window of the barber's house. What does "peered" mean? (Ask students to pantomime peering into a window.)
- The uncle ghost was enraged. What does "enrage" mean? (Pantomime being enraged).
- 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 illustrations where the ghost and his uncle are flying away from the barber. How does the ghost look like his uncle? How does he look different?
- 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?



# The Ghost Catcher

Kindergarten

## **Follow Up Activities:**

### **Act It Out**

#### **Directions:**

- Review the story plot with students
- Divide the class into groups of 5
- Ask students to act out the story
- Try to incorporate the following into skits:
  - The word “task”
  - The action of peering
  - The emotion of being enraged

### **Inferences**

#### **Directions:**

- Teacher reads the descriptions below to students.
- Students guess the character or object from the story that is described.
  - I love my work. I cut hair and trim beards. I am brave and courageous. Who am I? (The barber)
  - I told my husband he is very generous, but we do not have enough to eat. Who am I? (The barber’s wife)
  - I am large and have leaves and a thick trunk. The barber fell asleep under me. What am I? (The banyan tree)
  - I lived in the banyan tree. I tried to scare the barber. I told him he would make a tasty meal. Who am I? (The ghost)
  - The man pulled me out of his bag so that he could trick the ghost. The ghost was scared when he saw his own reflection in me. What am I? (A mirror)
  - I told my nephew that human beings have no power over us. Who am I? (Uncle ghost)
  - The barber told the ghost to fill the shed with me. What am I? (Rice)

### **Common Core**

#### **Standards:**

**CCSS.ELA-**

**LITERACY.RL.K.3**

Identify characters, settings, & major events

**CCSS.ELA-**

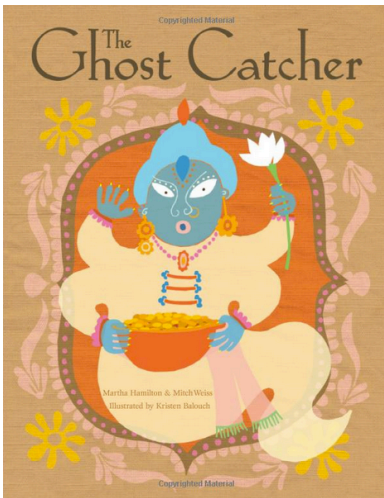
**LITERACY.SL.K.2**

Confirm understanding of text read aloud

**CCSS.ELA-**

**LITERACY.SL.K.4**

Describe familiar people, places, things and events



# The Ghost Catcher

Kindergarten

## **Follow Up Activities:**

### **Character Education**

#### **Directions:**

- Ask students to describe the barber; remind them that he was brave and courageous.
- Ask students to share a time when they were brave or courageous.
- Divide class into small groups and ask them to create a skit about being courageous and brave. Present to the class.

### **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?

### **Common Core**

#### **Standards:**

**CCSS.ELA-  
LITERACY.SL.K.4**

Describe familiar people, places, things and events

**CCSS.ELA-  
LITERACY.SL.K.1**

Collaborative conversations

**CCSS.ELA-  
LITERACY.SL.K.1.A**

Follow agreed-upon rules for discussions

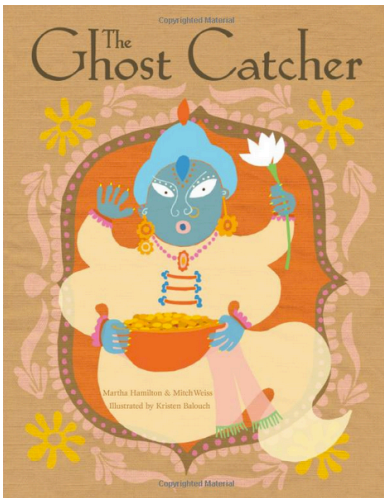
**CCSS.ELA-  
LITERACY.SL.K.1.B**

Continue conversation through multiple exchanges

**CCSS.ELA-  
LITERACY.SL.K.6**

Speak audibly and express thoughts, feelings, and ideas





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## **Follow Up Activities:**

### **Workers and Their Tools**

#### **Directions:**

- Ask students what tools the barber used in the story.
- Ask students to list occupations as teacher records answers on the board.
- Supplements with the following occupation as necessary, reminding students both men and women can carry out these jobs: teacher, chef, doctor, carpenter, dentist, firefighter, librarian, painter, mechanic
- Ask students to name the tools used in the occupations listed
- Ask students to draw a worker and the tools he/she uses

### **Seek and Find**

#### **Directions:**

- Review the illustrations with students
- Show students the endpapers of the book and talk about who/what each person/animal/thing is.
- Divide class into small groups and give each group a copy of the book.
- Ask students to review illustrations and find the people/animals/things shown on the endpapers.
- Review concept of major and minor characters with students; identify the major and minor characters 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 the character.
- Share background stories with the class.

### **Draw Your Favorite Part**

#### **Directions:**

- Each student draws his/her favorite part of the story.
- Present pictures to the class and explain why they chose those scenes from the story.

### **Common Core**

#### **Standards:**

**CCSS.ELA-  
LITERACY.SL.K.4**

Describe familiar people, places, things and events

**CCSS.ELA-  
LITERACY.SL.K.6**

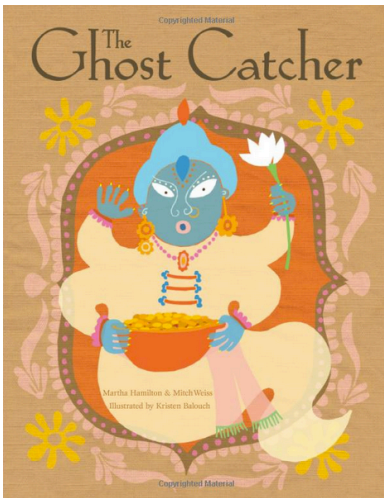
Speak audibly and express thoughts, feelings, and ideas

**CCSS.ELA-  
LITERACY.RL.K.7**

Relationship between illustrations and story

**CCSS.ELA-  
LITERACY.SL.K.5**

Add drawings or other visual displays to descriptions.



# The Ghost Catcher

Kindergarten

## **Follow Up Activities:**

### **Syllable Walk**

#### **Directions:**

- Inform students that a syllable can be part of a word or a whole word. Each syllable must have a vowel sound but does not have to have a consonant sound.
- Tell students they can clap once for each syllable to help determine the number of syllables in words and how the words can be broken apart into syllables.
- Demonstrate the concept of syllables by using the names of students or classroom objects.
- Students practice clapping for each syllable in different words.
- Say the following words and students repeat words while stepping forward heel to toe, one step for each syllable. When students reach one side of the room or a specific spot, turn around and “syllable walk” back to the start.
  - *Small, village, money, returned, single, home, coin, impossible, pot, cleverness, forever, never, kind, uncle, work, delighted, cheerfully, flash, cutting, horrifying, house, hide, spell, frightful, tree, heart, scrumptious, ghost, many, entertaining, fool, comb, strangers, proper, hideous, bag, fell, again, recognize, no, easier, demanded, stories, cut, finish, eat, next, long, magical, perfect, forgotten, tools, meal, under, decided, free, hair, barber, glided, tomorrow, reflection, whimpered, down, set, sleep, laugh, face, join, thousand, powerful, customer, take, rice, place, days, woe, need, wonderful, escape*

### **Cook Curried Rice**

#### **Directions:**

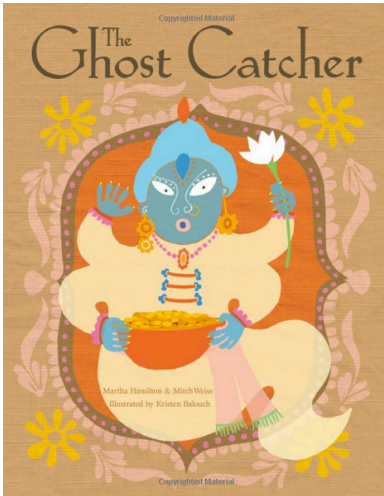
- Refer to cooking materials on page 1
- Reread the page on which Uncle ghost says, “...Or perhaps we should wait and cook him in our curry!”
- Explain that curry is a spice frequently used in Indian cooking.
- Bring 4 cups of water to a boil.
- Add all ingredients and cover saucepan tightly.
- Cook on low heat for about 20 minutes, until rice is done.

### **Common Core**

#### **Standards:**

CCSS.ELA-  
LITERACY.L.K.2.D

Spell simple words  
phonetically



# The Ghost Catcher

Kindergarten

## **Follow Up Activities:**

### **Compare and Contrast**

#### **Directions:**

- Read *Conejito* by Margaret Read MacDonald.
- This is a folktale from Panama about a clever rabbit who outwits a tiger trying to eat him. Compare and contrast the rabbit and the barber from *Ghost Catcher*.

### **Ghost Lollipops**

#### **Directions:**

- Place 1 white tissue over 1 sphere-shaped lollipop
- Tie one 12-inch piece of string around the bottom of the candy on the top of the stick.
- Draw a face on the head of the ghost.

### **Common Core**

#### **Standards:**

CCSS.ELA-  
LITERACY.RL.K.9

Compare and contrast