

The Ghost Catcher
Retold by Mitch Weiss & Martha Hamilton
Illustrated by Kristen Balouch

Outcome:

Students will learn about kindness, mirrors, and occupations as they explore a folktale from Bengal.

Materials:

- Book, *The Ghost Catcher*
- 1 (9-inch) white paper plate per student with a 5-inch circle traced in the center
- Aluminum foil pre-cut into 1 (7-inch) square per student
- Glue or tape
- 1 (12-18 inch) piece of yarn per student
- “Follow the Traveling Barber” worksheet
- Crayons or markers
- “Workers and Their Tools” worksheet
- (Optional) Cleveland, Rob. *The Drum*

About the Book:

Guided Reading:

L

Lexile Level:

660L

Character Traits:

Courage
Resourcefulness
Trustworthiness

Region:

Asia, India

ISBN:

978-0-8748-3835-0

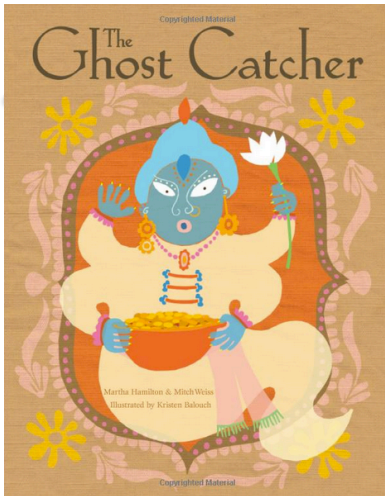
Instructional Plan

Introduction:

- Lead the students on a picture walk through the book to preview the story.

Teacher Reads the Story:

- Read the story to students and check frequently for comprehension.



The Ghost Catcher

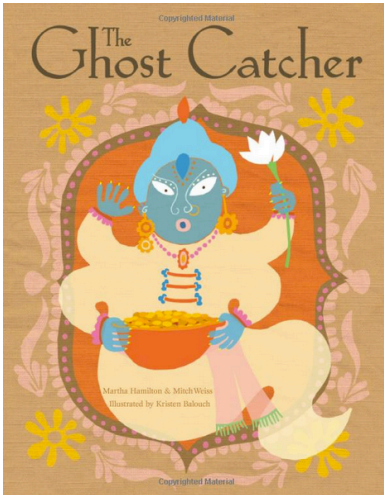
Pre-Kindergarten

Questions for Assessing Students' Comprehension:

- What job did the man have?
- 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 to the next village?
- 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?

Questions for Interpretation:

- Who cuts your hair?
- How was the barber clever? How was he brave?
- Share a time when you were brave.
- What was the most important thing the barber had in his bag? Why?
- What 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?
- Why do the ghost and his uncle fly the other way when they see the barber coming?



The Ghost Catcher

Pre-Kindergarten

Follow Up Activities:

Retell the Story

Directions:

- Teacher reviews the illustrations, page by page
- Students retell *Ghost Catcher*

Act It Out

Directions:

- Review the story plot with students
- Divide the class into groups of 5
- Ask students to choose a character portray (barber, barber's wife, barber's customer, nephew ghost, uncle ghost)
- Ask students to act out the story

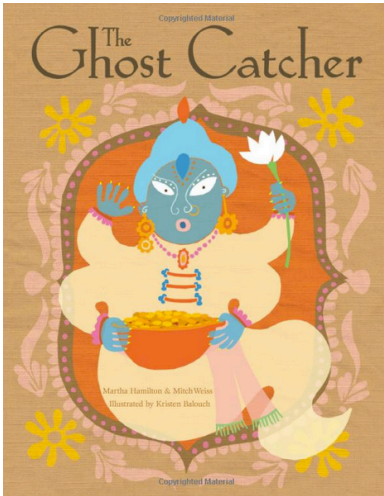
Make a Mirror

Materials:

- 1 (5-inch) cardboard circle with a hole punched $\frac{1}{2}$ in from perimeter (per student)
- Aluminum foil pre-cut into 1 (7-inch) square per student
- Glue or tape
- 1 (12-18 inch) piece of yarn per student

Directions:

- Ask students what they know about mirrors and why we use them. Name different places they might see a mirror.
- Ask students if they think animals recognize themselves in mirrors.
- Name objects other than mirrors in which they could see their reflections.
- Distribute one cardboard circle and one square aluminum foil to each student.
- Help students wrap the aluminum foil around the cardboard circles by laying the circles on top of the foil squares, then folding the edges of the foil over the circle and securing with glue or tape.
- Poke a hole through cardboard circle and foil using pencil.
- Thread a piece of yarn through the hole. Tie the yarn in knot to act as the hanger for the mirror.



The Ghost Catcher

Pre-Kindergarten

Follow Up Activities:

Mirroring Activity

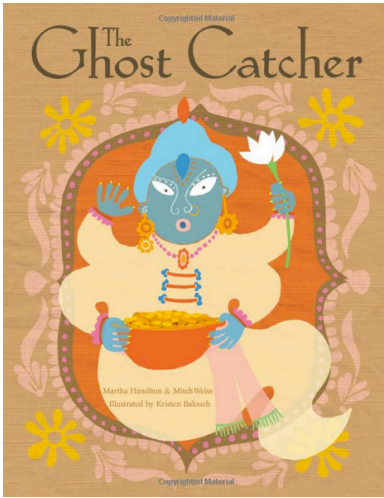
Directions:

- 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 their mirror.
- Instruct the mirrors to closely follow their leaders and do the following actions at the same time and in the same way as their leader:
 - Touch their toes
 - Read their hands over their heads
 - Jump up and down
 - Jog in place
- Continue to give commands of easy-to-follow actions for the leaders to do and the mirrors to follow
- Ask leaders to create their own actions
- Partners switch positions
- Discuss the exercise with students:
 - Was it easier to be the leader or the mirror? Why?
 - Which actions were the hardest to follow? Why?

Kind Actions

Directions:

- Describe “kindness”
- Ask students to share a time when someone was kind to them and when they were kind to someone else.
- Describe “generosity” or “being generous”
- Ask students to share a time when someone was generous to them and when they were generous to someone else.
- How was the barber kind and generous?
- Discuss ways students can be kind and generous to others.
- Act in a kind and generous manner to others and share when someone is kind and generous to them.
- Discuss appropriate responses to kindness and generosity.



The Ghost Catcher

Pre-Kindergarten

Follow Up Activities:

“Follow the Traveling Barber” Worksheet

Directions:

- Students trace over the dotted line to follow the barber’s path with crayons or markers.

“Workers and Their Tools” Worksheet

Directions:

- Tell students that workers have tools to help them with their jobs.
- What tools does a dentist use? A carpenter? A cook? Etc.
- Name other occupations and the tools used in those jobs.
- Help students complete the worksheet by naming each worker and the tools shown on each line.
- Ask students to circle the tools each worker would use.

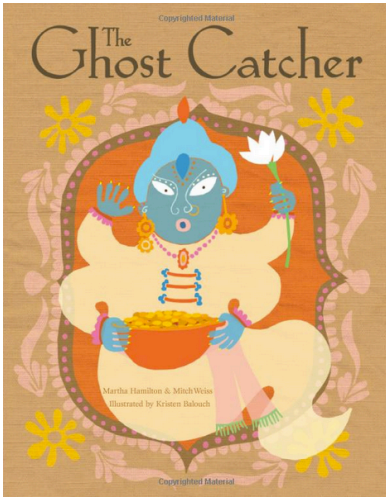
Compare and Contrast

Materials:

- Book, *The Drum*

Directions:

- Teacher reads *The Drum* by Rob Cleveland.
- This tale from India tells of a generous boy who liked to help others.
- Students compare the boy from *The Drum* with the generous barber in *The Ghost Catcher*.



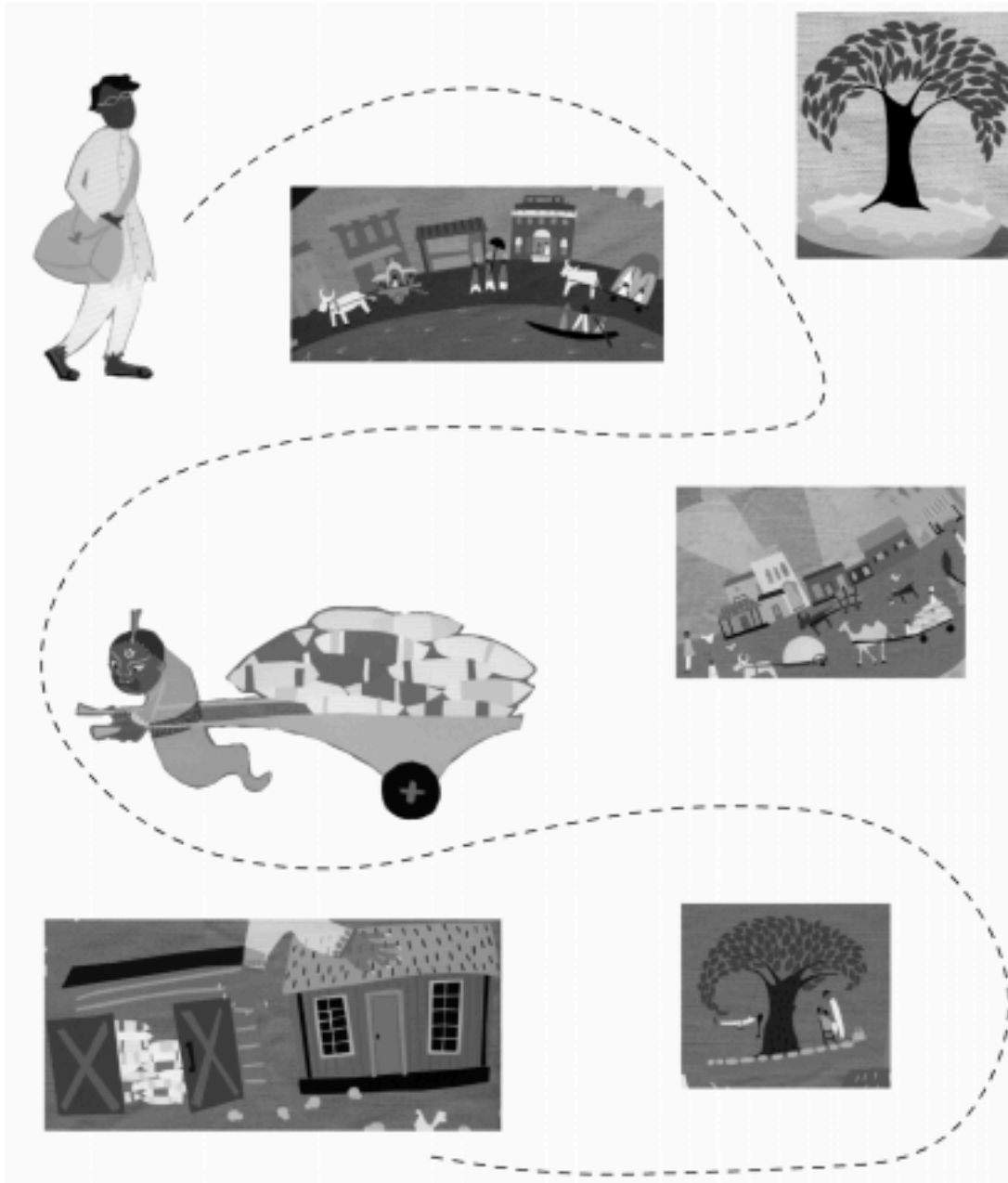
The Ghost Catcher

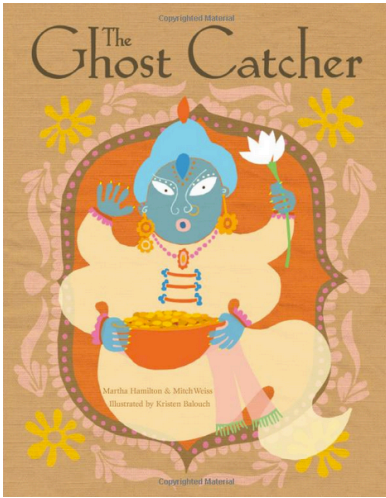
Pre-Kindergarten

Name _____

Date _____

Follow the Traveling Barber





The Ghost Catcher

Pre-Kindergarten

Name _____

Date _____

Workers and Their Tools