

THE GHOST CATCHER

First Grade

Outcome:

Students will learn about mirrors as they explore a folktale from Bengal.

Materials:

Book, *The Ghost Catcher*

10 index cards, each with 1 of the letters in the word “reflection” written on it

1 large mirror

World map or globe

Unlined paper

Paint

Paint brushes

Blackboard or Whiteboard

“Sentence Cube” sheet

Scissors

Glue stick or tape

Lined paper

Pencils

“Following Written Directions” worksheet

Crayons or markers

“Long /ō/” worksheet

1 large sheet of unlined paper per student

Cooking Materials:

Stove

Saucepan with lid

Large spoon

Wire whisk

1 small bowl

Small bowls for serving

Spoons

Napkins

Ingredients:

2 C Water

1 Cinnamon Stick, broken into pieces

1 can (14 oz) Sweetened Condensed Milk

½ C Raisins

2 Large Eggs, slightly beaten

1 C White Rice

1 can (12 oz) Evaporated Milk

1½ tsp Vanilla Extract

¼ tsp Salt

¼ tsp Cinnamon

Optional:

Hoffmire, A.B. *The Ogre Bully*. Atlanta: August House, 2007.

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INSTRUCTIONAL PLAN

Introduction:

Materials:

10 index cards, each with 1 of the letters in the word “reflection” written on it (2 cards with ‘e’)
1 large mirror

Directions:

Teacher:

- Chooses 10 students to come to the front of the room.
- Gives each student 1 letter card. (Letters together spell the word “reflection.”)
- Asks students to stand shoulder to shoulder, and to hold their cards in front of them so their classmates can see the letters.
- Asks remaining students to come to the front of the room, one at a time, to arrange their classmates (and the letters) in order to spell a word.
- Arranges students to spell the word “reflection” if no student has already created it.
- Asks students to sound out and read this word.
- Asks students what “reflection” means (an image of anything in a mirror or in the water; to think about something).
- Asks students to name objects that reflect images (mirrors, water, metal spoons, shiny plates, shiny metal pans, windows...).
- Asks students to share what they know about mirrors.
- Asks students to name stories, songs, and movies about mirrors.
- Asks students to name places they could find mirrors (bedrooms, bathrooms, cars...).
- Shares the following facts about mirrors and reflection, as appropriate:
 - Many smooth surfaces show or reflect objects near them. Mirrors show the clearest reflections.
 - The earliest mirrors were made of shiny pieces of metal.
 - Most mirrors made today are flat sheets of glass with a metal coating on the back.
 - When looking in a flat mirror, images appear reversed. If you look in a mirror and raise your left hand, you will appear to raise your right hand. (Teacher and students explore movement with mirror.)
 - Curved mirrors (such as you might see in a “fun house”) distort images. They may make images seem larger, smaller, curvy, or upside down.

Teacher Reads the Story:

Materials:

Book, *The Ghost Catcher*

World map or globe

Directions:

Teacher:

- Informs students that they will be reading a folktale from Bengal. Teacher shows Bengal on world map or globe.

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Teacher Reads the Story cont.:

- Informs students that mirrors are important in the story.
- Asks students to share ways they think mirrors will be used.
- Asks students to listen for how and when mirrors are important in the story.
- Reads story.

Questions for Assessing Students' Comprehension:

- Who are the main characters in the story?
- What job did the man have?
- How did the barber feel about his job?
- What would the barber do if someone told him a tale of woe?
- What does "woe" mean?
- What did the barber have in his bag?
- Why did the barber go to the next village to work?
- Where did the barber sleep?
- What happened after the barber fell asleep?
- How did the barber trick the ghost?

Questions for Assessing Students' Comprehension cont.:

- 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 in the story?
- How was the problem resolved?

Questions for Interpretation:

- How was the barber clever?
- How was the barber brave?
- What was the most important thing the barber had in his bag? Why?
- Why would a barber have 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 man tell the ghost to bring him money?
- Why did the man 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?"

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Questions for Interpretation cont.:

- 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?
- Look at the illustration of the ghost bringing the coins to the barber. If you could be in the illustration, where would you like to be?
- How are the ghost and the uncle ghost related?
- Do you have any uncles?
- What lesson did the barber learn?
- What lesson did the ghosts learn?

Follow Up Activities:

• **Mirroring Activity**

Directions:

Teacher:

- Divides class into pairs.
- Asks students to stand facing each other, about 2 feet apart.
- Explains that one partner will be the leader and the other will be the mirror.
- Explains that the goal of the activity is to work together, so the leaders should move slowly to allow the mirrors to follow.
- Instructs mirrors to closely follow their leaders and do the following actions at the same time and in the same way, as their leaders:
 - touch their toes.
 - reach their hands over their heads.
 - touch their noses.
 - jump up and down.
 - winks.
 - jog in place.
- Asks leaders to create their own actions for the mirrors to follow.
- Asks partners to switch roles.
- Discusses the exercise with students and asks them:
 - Was it easier to be the leader or the mirror? Why?
 - Which actions were the most difficult to follow? Why?

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Follow Up Activities cont.:

• **Mirror Art**

Materials:

Unlined paper

Paint

Paint brushes

1 large mirror

Directions:

Students:

- Fold pieces of paper in half horizontally.
- Each paint their names immediately above the fold in the paper so the bottom of each letter is touching the fold.
- Fold their papers in half with the paint on the inside and press the halves together.
- Carefully unfold their papers to reveal their name and the mirror image below.
- Set the papers aside to dry.

Once papers have dried,

Teacher:

- Folds the papers in half with the paint on the outside.
- Cuts each page in half at the fold and keeps the half containing the mirror image.
- Shuffles the papers and gives each student a new paper with someone else's name.
- Asks students to figure out whose name is on the paper without communicating with each other.
- Informs students they may use objects in the classroom to help. (Make sure a large mirror is accessible to students in the classroom.)
- Asks students to return the papers to the correct students once they have determined whose name is on the paper.
- Discusses with students how they solved the problem.

• **Point of View**

Directions:

Teacher:

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

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Follow Up Activities cont.:

• **Sentence Cubes**

Materials:

Blackboard or Whiteboard
“Sentence Cube” worksheet
Scissors
Glue stick or tape

Directions:

- Teacher asks students to name important words from the story.
- Teacher writes the words on the board.
- Students choose six words, and write one 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.
- Students tape the flaps to the cube to secure them.
- Working with a partner, students takes turns tossing the cube and creating a sentence with the word showing on the top of the cube when it lands.

• **ABC Order**

Materials:

Blackboard or Whiteboard
Lined paper
Pencils

Directions:

Teacher:

- Divides the class into three groups.
- Writes the word lists on the board.
- Teacher instructs students to write the words in alphabetical order.
- Activity may be differentiated as follows:
 - Group A: Teacher writes the following words on the board and students write them in alphabetical order: barber, tools, ghost, pot, bag, rice
 - Group B: Completes activity as per Group A using the following words: barber, tools, ghost, pot, bag, rice, hair, shed, comb, mirror, gold
 - Group C: Completes activity as per Group A using the following words: barber, tools, ghost, pot, bag, rice, hair, shed, comb, mirror, gold, scissors, tree, village, uncle, window

• **Following Written Directions**

Materials:

“Following Written Directions” worksheet
Crayons

Directions:

Students read and follow the directions to color each picture.



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Follow Up Activities cont.:

• **Character Education**

Materials:

Unlined paper
Crayons or markers

Directions:

Teacher:

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

• **Long /ō/**

Materials:

“Long /ō/” worksheet
Crayons or markers

Directions:

- Teacher reminds 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**

Materials:

1 large sheet of unlined paper per student
Crayons or markers

Directions:

Teacher:

- Tells students they will be making a poster to advertise the barber’s haircuts.
- Asks students what information they will need to include in their posters (who, what, when, where, “haircuts are free if you tell a tale of woe,” etc.).
- Asks students to each create a poster.
- Asks students to show their posters to the class.

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Follow Up Activities cont.:

• **Seek and Find**

Materials:

Book, *The Ghost Catcher*

Directions:

Teacher:

- Reviews illustrations with students.
- Shows students the endpapers of the book and talks about who/what each person/animal/thing is.
- Divides class into small groups and gives each group a copy of the book, *The Ghost Catcher*.
- Asks students to review illustrations to find the people/animals/things shown in the endpapers in the book.
- Reviews concept of major and minor characters with students.
- Asks students to identify the main characters in the story.
- Asks students to identify the minor characters in the story.
- Asks students if the main characters or the minor characters were the easiest to find in the illustrations.
- Asks students to each choose a character and create a background for that character. (For example: The girl who likes to swing in trees loves to run and play, so she is always swinging or hanging in the trees. She especially likes to hear the stories told by the customers as the barber cuts their hair. If the customers tell a sad story, she tries to cheer them up and make them smile. She lives in the orange house next to the barber. The banyan tree where the barber works is very close to her house, so she runs out to play in the tree whenever the barber is working.)
- Asks students to share their stories with the class.

Extension Activities:

• **Compare and Contrast**

Materials:

Book, *The Ogre Bully*

Directions:

Teacher reads *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*.

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Extension Activities cont.:

- **Cooking Rice Pudding** YIELD: 12 small servings
Teacher asks students how and why rice was an important part of the story.

Materials:

Stove
Saucepan with lid
Large spoon
Wire whisk
1 small bowl
Small bowls for serving
Spoons
Napkins

Ingredients:

2 C Water	1 C White Rice
1 Cinnamon Stick, broken into pieces	1 can (12 oz) Evaporated Milk
1 can (14 oz) Sweetened Condensed Milk	1½ tsp Vanilla Extract
½ C Raisins	¼ tsp Salt
2 Large Eggs, slightly beaten	¼ tsp Cinnamon

Directions:

1. 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 (about 15-20 minutes).
2. Remove cinnamon stick pieces.
3. Add evaporated milk, sweetened condensed milk, vanilla extract, raisins, and salt. Stir and bring to a boil.
4. In a small bowl, stir a small amount of rice mixture into beaten eggs.
5. Add egg mixture to the remaining rice mixture in the saucepan. Use a whisk to mix well.
6. Bring to a boil. Stir constantly and cook for 2 minutes.
7. Sprinkle with cinnamon before serving. May serve warm or cold.

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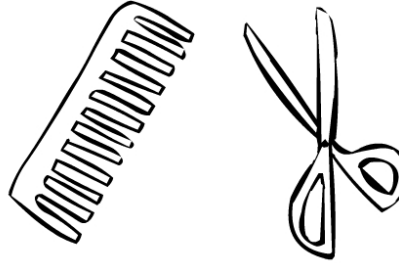
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Name _____ Date _____

Following Written Directions

Directions: Read and follow the directions to color each picture.

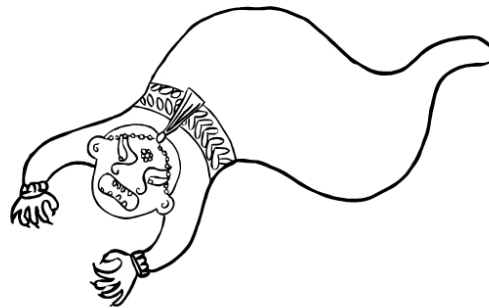
1. Here are the barber's tools.
Color the comb blue.
Color the scissors red.
Draw a bag for them.



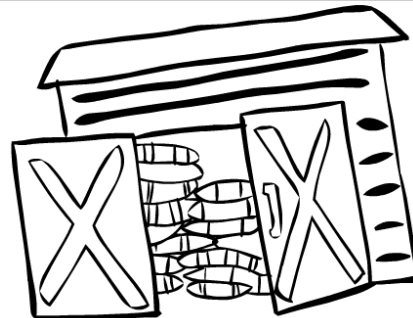
2. Here is a tree.
Color the trunk brown.
Color the leaves green.
Draw the barber sleeping under the tree.



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.



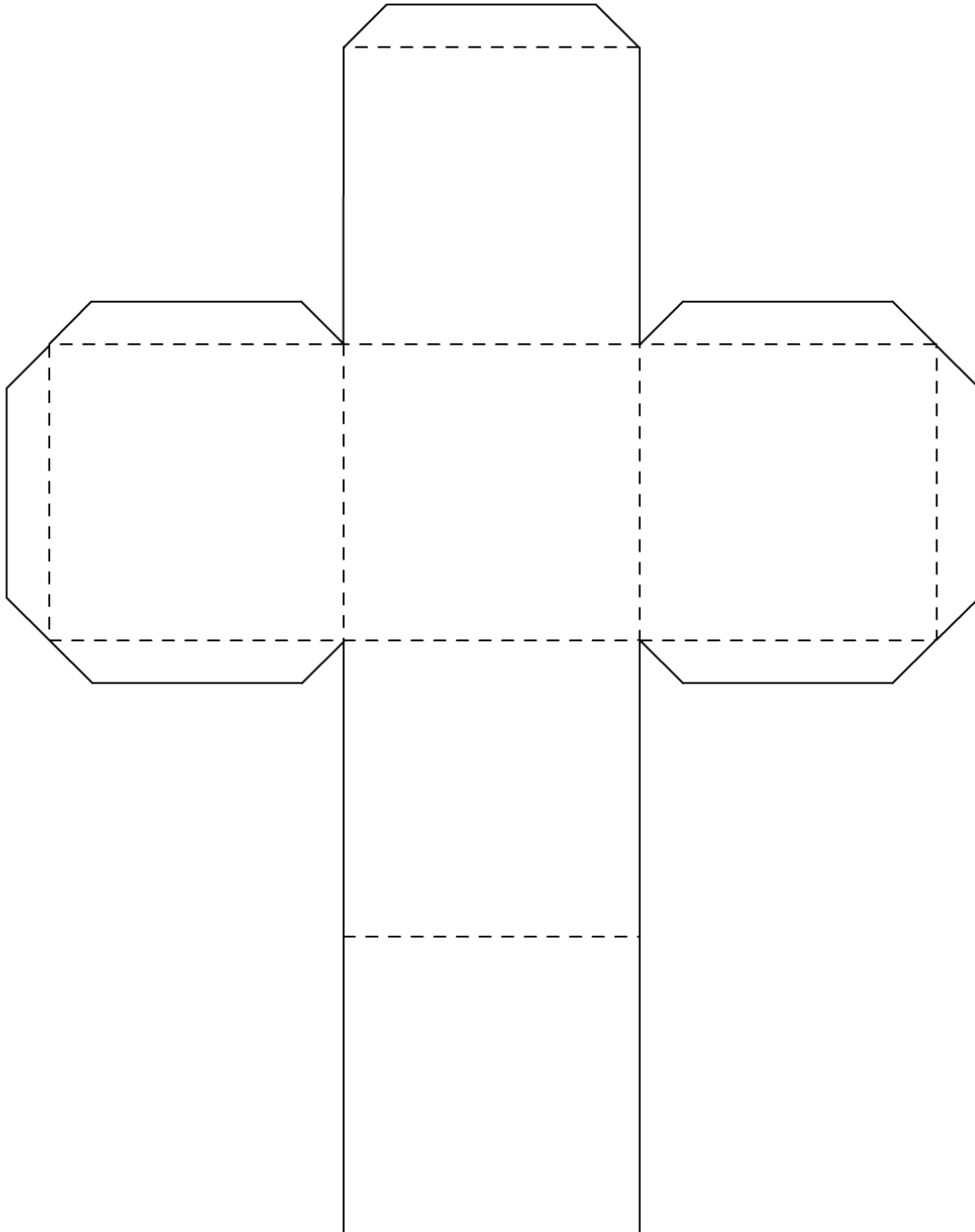
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Name _____ Date _____

Sentence Cube

Directions: Write a word from the story in each box. Cut on the solid lines. Fold on the dotted lines.



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Name _____ Date _____

Long /ō/

Directions: Name each picture. Color the pictures of the words that contain the long /ō/sound.

