

# THE GHOST CATCHER

Second Grade

## **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

Pencils

Unlined paper

Lined paper

1 strip of paper (approximately 3 inches x 11 inches) per student

“Closure” worksheet

“Following Directions” worksheet

Hard surface (such as a book) on which each student can write

Design stencils or stamps

“Clustering” worksheet

Blackboard or Whiteboard

## **Optional:**

Real or pretend microphone

DeSpain, Pleasant. “The Mirror.” *Thirty-Three Multicultural Tales to Tell*. Little Rock: August House, 1993. 39-41.

## **INSTRUCTIONAL PLAN**

### **Introduction:**

#### **Materials:**

World map or globe

Book, *The Ghost Catcher*

#### **Directions:**

Teacher:

- Informs students that they will be reading a folktale from Bengal.
- Helps students find Bengal on a map or globe.
- Asks students what they know about India.
- Shares the following information about Bengal, as appropriate:
  - Bengal is a region encompassing 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.

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## **Introduction cont.:**

- Bengal has a tropical climate. The average temperatures range from about 60° F to over 90° F.
- Banyan trees are found in Bengal. They grow to be very big, with spreading branches. The trees provide shade for travelers as well as a place for village meetings or for merchants to sell their goods. Many stories from this part of the world involve spirits or ghosts that live in these trees.
- Teacher reads “About the Story” on the last page of the book.

## **Teacher Reads the Story:**

### Materials:

Book, *The Ghost Catcher*

### Directions:

Students take turns, each reading one page aloud and showing the accompanying illustrations.

## **Questions for Assessing Students’ Comprehension:**

- Who are the main characters in the story?
- What is the setting?
- What is the conflict or problem?
- 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 did the barber have in his bag?
- Why did the barber go to the next village to work?
- How did the barber get to the next village?
- Where did the barber sleep?
- 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 in the story resolved?
- Why was the barber happy at the end of the story?

## **Questions for Interpretation:**

- Why did the barber think it would be easier to accept money from strangers?
- How was the barber clever?
- How was the barber brave?
- How was the banyan tree an important part of the story?

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## **Questions for Interpretation cont.:**

- 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?

## **Follow Up Activities:**

### • **Create a Timeline**

#### Materials:

Long sheets of paper

Crayons or markers

#### **Directions:**

Teacher:

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

### • **Character Interviews**

#### Materials:

Paper

Pencils

Optional: Real or pretend microphones

#### **Directions:**

Teacher:

- Tells students they will pretend to be news reporters and will interview the barber, the barber's wife, the ghost, and the uncle ghost.
- Asks each student to write three interview questions to ask each character. (Example: interviewing the barber —
  - 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?)
- Calls students to the front of the class, two at a time.

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## **Follow Up Activities cont.:**

### **Character Interviews cont.**

- Asks one student to be a character from the book and the other student to be the interviewer.
- Instructs students to take turns asking questions and being interviewed.
- Discusses 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?

### • **Mirroring Activity**

#### **Directions:**

Teacher:

- Divides class into pairs.
- Asks pairs to stand facing each other, about 2 feet apart.
- Explains that one partner will be the leader and the other partner 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 so the leaders become the mirrors and the mirrors become the leaders.
- 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?

### • **Story Rewrite**

#### **Materials:**

Lined paper

Pencils

#### **Directions:**

Teacher:

- Informs students that they will write a different ending to the story.
- Instructs 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.
- Asks students to share their new story endings with the class.

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## **Follow Up Activities cont.:**

### • **Design a Bookmark**

#### Materials:

1 strip of paper (approximately 3 inches x 11 inches) per student

Crayons or markers

#### **Directions:**

Students create bookmarks for the story that include the title, author, illustrator, pictures, and important words from the story.

### • **Closure**

#### Materials:

“Closure” worksheet

Pencils

#### **Directions:**

- Teacher asks 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.
- Students write the missing word in each sentence, in the space provided.
- Teacher reviews answers with the class and discusses the context clues in each sentence.
  1. The barber loved to cut \_\_\_\_\_.
  2. If someone offered a tale of woe, 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 \_\_\_\_\_.

### • **Following Written Directions**

#### Materials:

“Following Written Directions” worksheet

Crayons or markers

#### **Directions:**

Students:

- Read all 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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## **Follow Up Activities cont.:**

### • **Pass the Sentence**

#### Materials:

Pencils

Papers

Hard surface (such as a book) on which each student can write

#### **Directions:**

- Students sit in circles of about 8-10 students per circle.
- 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 or 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 (either to the left of the existing words, or to the right of them) to make a sensible sentence. Passing continues until the 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.

### • **Illustrator's Insight**

#### Materials:

Book, *The Ghost Catcher*

Design stencils or stamps

Markers

#### **Directions:**

Teacher:

- Informs 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 her 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).
- Reviews Balouch's illustrations with students looking for ways the illustrator showed the story took place in Bengal.
- Informs students that Kristen 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.
- And students look at the borders of the pictures.
- Instructs students to use stencils or stamps to create boarder patterns in the style of the artist.

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## **Follow Up Activities cont.:**

### • **Clustering**

#### Materials:

“Clustering” worksheet

Pencils

Blackboard or Whiteboard

#### **Directions:**

Teacher:

- Informs students they will practice clustering ideas.
- Writes the word “vacation” in the middle of the board.
- Draws four lines radiating from the word “vacation.”
- Asks students what they think of when they think of the word “vacation” (family, beach, mountains, sun, holidays, etc.).
- Records four responses on the board at the ends of the radiating lines.
- Draws two or three lines radiating from each of the four new words.
- Asks students to name words related to the four new words (holidays-family, food, etc.).
- Asks students to complete the “Clustering” worksheet in the same way, beginning with the word “ghost.”
- Informs students that this activity shows how ideas grow from a topic.

## **Extension Activity:**

### • **Compare and Contrast**

#### Materials:

Book, *Thirty-Three Multicultural Tales to Tell*

#### **Directions:**

- Teacher reads “The Mirror” on Pages 39-41 in *Thirty-Three Multicultural Tales to Tell* by Pleasant DeSpain. This humorous folktale from Korea tells of the misunderstandings that occur when a family of farmers looks in a mirror for the first time; none of them ever having seen their reflection before.
- Students compare and contrast this story with *The Ghost Catcher*.

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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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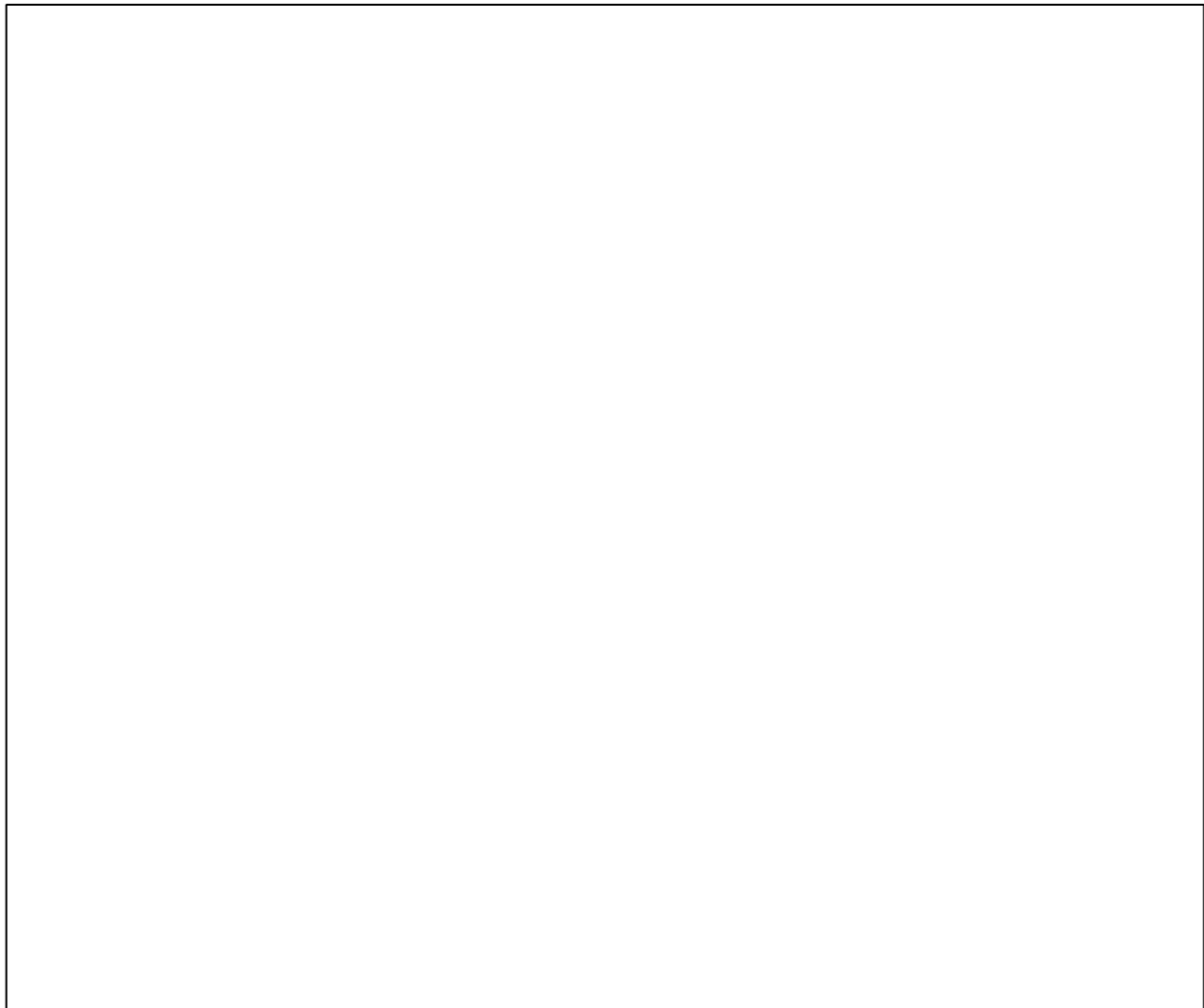
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Name \_\_\_\_\_ Date \_\_\_\_\_

## 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 \_\_\_\_\_

## Clustering

