

THE GHOST CATCHER

Kindergarten

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 (such as Tootsie Pop®) per student
1 white tissue per student
Fine-tip markers
1 (12-inch) string per student

Cooking Materials:

Stove
1 large saucepan
Plates
Forks
Napkins

Ingredients:

2 C Long Grain White Rice	2-3 tsp Curry Powder
¼ C Butter	¼ C Onion, chopped
½ C Golden Raisins	1 tsp Salt
4 C Water	

Optional:

MacDonald, Margaret Read. *Conejito*. Little Rock: August House, 2006.

INSTRUCTIONAL PLAN

Introduction:

Materials:

Crayons or markers
Unlined paper

Directions:

Teacher:

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

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Teacher Reads the Story:

Materials:

Book, *The Ghost Catcher*

Directions:

Teacher:

- Reminds students they will be listening to a story about how a kind barber tricked ghosts.
- Reads story and pauses to check comprehension.
- Shows illustrations and asks students to share how their drawings of ghosts are similar to and different from the illustrator's drawings of ghosts.

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 did the barber have in his bag?
- Where did the barber go to sleep?
- 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 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?
- Where do you get your hair cut?
- How was the barber clever?
- How was the barber brave?
- What would you have done if you were the barber?
- What was the most important thing that 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? (Teacher asks students to pantomime doing a task.)
- The two ghosts peered in the window of the barber's house. What does "peered" mean? (Teacher shows illustration and asks students to pantomime peering in a window.)

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Questions for Interpretation cont.:

- The uncle ghost was enraged. What does “enraged” mean? (Teacher shows illustration and asks students to 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 illustration 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 than his uncle?
- 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?

Follow Up Activities:

• **Act It Out**

Directions:

Teacher:

- Reviews the story plot with students.
- Divides the class into small groups of 5 students each.
- Instructs students to act out the story.
- Asks students to try to incorporate the following into their 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.
 1. I love my work. I cut hair and trim beards. I am brave and courageous. Who am I? (barber)
 2. I told my husband he is very generous to others, but we do not have enough to eat. Who am I? (barber’s wife)
 3. I am large and have leaves and a thick trunk. The barber fell asleep under me. What am I? (banyan tree)
 4. I lived in the banyan tree. I tried to scare the barber. I told him that he would make a tasty meal. Who am I? (ghost)
 5. 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? (mirror)
 6. I told my nephew that human beings have no power over us. Who am I? (uncle ghost)
 7. The barber told the ghost to fill the shed with me. What am I? (rice)

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Follow Up Activities cont.:

• **Character Education**

Directions:

Teacher:

- Asks students to describe the barber.
- Reminds students that the barber was brave and courageous.
- Asks students to share a time when they were brave and courageous.
- Divides the class into small groups and asks them to create a skit about being brave and courageous.
- Asks each group shows its skit to the class.

• **Mirroring Activity**

Directions:

Teacher:

- Divides class into pairs.
- Asks each of pair of students 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.
- Instructs mirrors to closely follow their leader and do the following actions at the same time and 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.
- 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 hardest to follow? Why?

• **Workers and Their Tools**

Materials:

Blackboard or Whiteboard

Unlined paper

Crayons or markers

Directions:

Teacher:

- Asks students what tools the barber in the story used.
- Asks students to list occupations as teacher records answers on the board.
- Supplements with the following occupations as necessary, reminding students both men and women can carry out these jobs:

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Follow Up Activities cont.:

Workers and Their Tools cont.

- Teacher
 - Chef
 - Doctor
 - Carpenter
 - Dentist
 - Firefighter
 - Librarian
 - Painter
 - Auto mechanic
- Asks students to name the tools used in the occupations listed on the board.
 - Asks students to draw a worker and the tools he/she uses.

• **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 horse rider loves to spend time sitting with his friends while the barber works. While he sits, his horse enjoys resting in the shade and eating treats from his hand. The children love to feed the horse treats and brush him. Sometimes he lets the children ride the horse.)
- Asks students to share their stories with the class.

• **Syllable Walk**

Directions:

Teacher:

- Informs 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.
- Tells 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.
- Demonstrates the concept of syllables by using the names of students or classroom objects.
- And students practice clapping for each syllable in different words.
- Informs students that they are going to do a “syllable walk.”

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Follow Up Activities cont.:

Syllable Walk cont.

- Says the following words and students repeat these words while stepping forward heel to toe, one step for each syllable. When students reach the other side of the room, or a predetermined spot, they turn around and “syllable walk” back to start.

small	work	many	stories	hair	customer
village	delighted	entertaining	cut	barber	take
money	cheerfully	fool	finish	glided	rice
returned	flash	comb	eat	tomorrow	place
single	cutting	strangers	next	reflection	days
home	horrifying	proper	long	whimpered	woe
coin	house	hideous	magical	down	need
impossible	hide	bag	perfect	set	wonderful
pot	spell	fell	forgotten	sleep	escape
cleverness	frightful	again	tools	laugh	
forever	tree	recognize	meal	face	
kind	heart	no	under	join	
never	scrumptious	easier	decided	thousand	
uncle	ghost	demanded	free	powerful	

• **Draw Your Favorite Part of the Story**

Materials:

Unlined paper

Crayons or markers

Directions:

Students:

- Draw their favorite parts of the story.
- Show their pictures to the class and tell why they chose those parts of the story.

• **Cooking Curried Rice**

Materials:

Book, *The Ghost Catcher*

Directions:

Teacher:

- Rereads the page on which the uncle ghost says, “...Or perhaps we should wait and cook him in our curry!”
- Explains that curry is a spice frequently used in Indian cooking.
- Informs students they will be making curried rice.

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Follow Up Activities cont.:

Cooking Curried Rice cont.

Curried Rice YIELD: 18 small servings

Cooking Materials:

Stove

1 large saucepan

Plates

Forks

Napkins

Ingredients:

2 C Long Grain White Rice 2-3 tsp Curry Powder

¼ C Butter ¼ C Onion, chopped

½ C Golden Raisins 1 tsp Salt

4 C Water

Directions:

1. Bring 4 cups of water to a boil.
2. Add all ingredients and cover tightly.
3. Cook on low heat for about 20 minutes until rice is done.

Extension Activities:

• **Compare and Contrast**

Materials:

Book, *Conejito*

Directions:

Teacher reads *Conejito* by Margaret Read MacDonald. This is a folktale from Panama about a clever rabbit who outwits a tiger trying to eat him. Students compare and contrast the rabbit with the barber in *The Ghost Catcher*.

• **Ghost Lollipops**

Materials:

1 sphere-shaped lollipop (such as Tootsie Pops®) per student

1 white tissue per student

Fine-tip markers

1 (12-inch) piece of string per student

Directions:

Students:

- Place tissue over lollipop.
- Tie the string around the bottom of the candy on the top of the stick.
- Draw a face on the head of the ghost.