

THE GHOST CATCHER

Pre-Kindergarten

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 per student

Aluminum foil pre-cut into 1 (7-inch) square per student

Glue sticks or tape

1 (12-18 inch) piece of yarn per student

“Follow the Traveling Barber” worksheet

Crayons

“Workers and Their Tools” worksheet

Optional:

Cleveland, Rob. *The Drum*. Atlanta: August House, 2006.

INSTRUCTIONAL PLAN

Introduction:

Materials:

Book, *The Ghost Catcher*

Directions:

Teacher leads students on a picture walk through the book to preview the story.

Teacher Reads the Story:

Materials:

Book, *The Ghost Catcher*

Directions:

Teacher reads the story to students and checks frequently for comprehension.

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?

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Questions for Assessing Students' Comprehension cont.:

- 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 the barber brave?
- Tell about a time when you were brave.
- 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?
- Why do the ghost and his uncle fly the other way when they see the barber coming?

Follow Up Activities:

• **Story Retell**

Materials:

Book, *The Ghost Catcher*

Directions:

Teacher reviews the illustrations, page by page, while students retell the story.

• **Act It Out**

Directions:

Teacher:

- Reviews the story plot with students.
- Divides class into small groups of five students each.
- Asks students to each choose a character to portray (barber, barber's wife, barber's customer, nephew ghost, uncle ghost).
- Asks students to act out the story.

• **Make a Mirror**

Materials:

1 (5-inch) cardboard circle with a hole punched $\frac{1}{2}$ inch from the perimeter per student

Aluminum foil pre-cut into 1 (7-inch) square per student

Glue sticks or tape

1 (12-18 inch) piece of yarn per student

Pencils

Directions:

Teacher:

- Asks students what they know about mirrors.

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Follow Up Activities cont.:

Make a Mirror cont.

- Asks students why we look in mirrors.
- Asks students to name different places they might see mirrors.
- Tells students that babies and young children do not recognize themselves in mirrors.
- Asks students if they think animals recognize themselves in mirrors.
- Asks students to name objects other than mirrors, in which they could see their reflections (in a shiny plate, in a metal spoon, in a shiny metal pan, in a lake...).
- Distributes one cardboard circle and one square of aluminum foil to each student.
- Helps 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 sticks or tape.
- Helps students poke a hole through the cardboard circle and aluminum foil using a pencil.
- Helps students thread a piece of yarn through the hole. Teacher ties the yarn in a knot to act as the hanger for the mirror.

• **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 leaders 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.
 - jump up and down.
 - jog in place.
- Continues to give commands of easy-to-follow actions for the leaders to do, and the mirrors to follow (winking, waving, blowing a kiss, etc.).
- 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?

• **Kind Actions**

Directions:

Teacher asks students:

- What “kindness” is.
- To share a time when someone was kind to them.
- To share a time when they were kind to someone.
- What “generosity” or “being generous” means.

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Follow Up Activities cont.:

Kind Actions cont.

- To share a time when someone was generous to them.
- To share a time when they were generous to someone.
- How the barber was kind and generous.

Teacher and students:

- Discuss ways they 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.

• **Follow the Traveling Barber**

Materials:

“Follow the Traveling Barber” worksheet

Crayons or markers

Directions:

Students trace over the dotted line to follow the barber’s path.

• **Workers and Their Tools**

Materials:

“Workers and Their Tools” worksheet

Crayons or markers

Directions:

Teacher:

- Tells students workers have tools to help them with their jobs.
- Asks students what tools a dentist uses (toothbrush, toothpaste, floss, mirror...).
- Asks students what tools a carpenter, builder, or construction worker uses (hammer, nails, saw, level...).
- Asks students to name other occupations and the tools used in those jobs.
- Helps students complete the worksheet by naming each worker and the tools shown on each line.
- Asks students to circle the tools each worker would use.

Extensions:

• **Compare and Contrast**

Materials:

Book, *The Drum*

Directions:

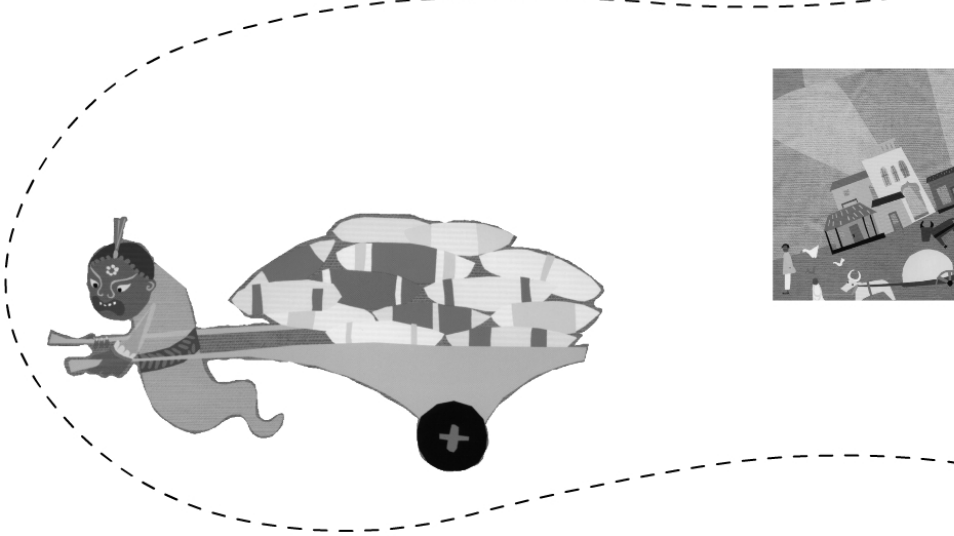
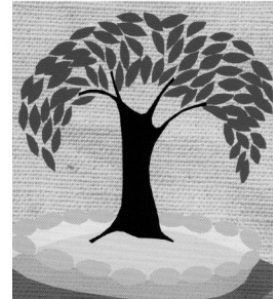
Teacher reads *The Drum* by Rob Cleveland. This tale from India tells of a generous boy who liked to help other people. Students compare the boy in *The Drum* with the generous barber in *The Ghost Catcher*.

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Name _____ Date _____

Follow the Traveling Barber



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Name _____ Date _____

Workers and Their Tools

