Cross-Curriculum Lesson Plan Summary
Magic Tree House #42: A Good Night for Ghosts
Focus Question:

What contributions did Louis Armstrong make to the world of music?

DURING THIS BOOK STUDY, EACH STUDENT WILL:

- Identify characteristics of the jazz style.
- Practice scat singing.
- Respond to jazz music after listening to it.
- Create an artistic interpretation of an illustration.
- Study a ghost story and prepare a dramatic reading to share with the class.
- Demonstrate comprehension of story elements by answering questions on a detailed Reading Guide.
- Comprehend new vocabulary.
- Identify and use onomatopoeia words appropriately.
- Examine how authors use certain words and styles to involve readers in the plot.
- Use a beginning, middle, and end story map.
- Evaluate a ghost story.
- Prepare a fluent, expressive dramatic reading of a ghost story.
- Write a poem responding to music.
- Write your own onomatopoeia words to accompany an illustration.
- Present projects to class and explain how students connected to the text.
- Explain how a trumpet uses vibrations to make sound.
- Locate New Orleans, Louisiana, on a map.
- Study cultural traditions, such as jazz funerals.

COMMON CORE STANDARDS ADDRESSED:

MUSIC AND VISUAL ARTS:
- Creative responses to texts
- Significant individuals
- Musical styles

DRAMATIC ARTS:
- Use dramatic reading to tell a story.

READING:
- Analyze texts for main idea and details, cause-and-effect relationships, predictions, and conclusions.
- Analyze relationships among characters, setting, and plot.
- Identify figurative language devices, including onomatopoeia.
- Analyze the effect of author's craft on literature.
- Summarize story parts.
- Read with fluency.

WRITING:
- Text types and purposes

SPEAKING AND LISTENING:
- Comprehension and collaboration
- Presentation skills
- Respectful audience behavior

SCIENCE:
- Physical science: Sound

SOCIAL STUDIES:
- Geography
- Cultural traditions

42-1S512

Cross-Curriculum Lesson Plan
Magic Tree House #42: A Good Night for Ghosts

Lessons for Whole-Class Reading

Materials:

- Computer with a connection to a TV or Smart Board
- Copies of Reading Guides and Reading Guide Key
- Rubrics in Accompanying Materials
- Project Menus for each student (in Accompanying Materials)
- A not-too-scary ghost story from your local library

Procedures:

1. Introduce the unit by reading an appropriate ghost story with the class. Brainstorm: what defines the genre of ghost stories? Are all the ghosts scary? Friendly? Does it depend on the story?

2. Suggested activities to use with certain chapters:
   - Chapter 1: Play some jazz music for your class to expose them to this genre. Recordings of Louis Armstrong would be ideal, but any jazz selection can be used.
   - Chapter 2: Read more about jazz funerals at this link: http://www.neworleansonline.com/neworleans/multicultural/multiculturaltraditions/jazzfuneral.html. You can also find some pictures of jazz funerals by searching on Google.
   - Chapter 5: Listen to Ella Fitzgerald scat singing in this YouTube clip: http://www.youtube.com/watch?v=TX-KDnKcCxk .

3. Choose a project from the Project Menu:
   - Make your own scat! Choose to do a solo or a duet with a friend. Perform for the class!
   - Listen to one of the Louis Armstrong pieces featured in the book (any chapter title!). Then write a poem that puts into words how the music makes you feel. Compare/contrast to the actual lyrics, if available.
   - Choose an illustration in the book. Make your own artistic interpretation of the illustration and include at least 3 speech bubbles with onomatopoeia words to go with the picture.

5. As an entire class, create a Ghost Story Gallery! Details are included later in this document.

6. Extensions:
   - ELA: This book ties in well to a study of onomatopoeia. Two activities ("Onomatopoeia Orchestra" and "Onomatopoeia Illustration Captions") to use in your classroom to practice onomatopoeia words are included in the Accompanying Materials.

42-1CLP512

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Lessons for Independent Reading

- Complete the Reading Guide to demonstrate reading comprehension.
- Complete a project or multiple projects from the "Pick a Project" menu.

Lessons for Literature Circles

- The "Inspiring" cluster includes Moonlight on the Magic Flute, A Good Night for Ghosts, Leprechaun in Late Winter, and A Ghost Tale for Christmas Time. In these books, Jack and Annie visit famous musicians and writers before they have discovered their talents. Their job is to inspire them to share their gifts with the world.
- Students can jigsaw read in groups of 4-8 and then regroup in literature circles to find connections among the books.
- The entire class can do literature circles with these four books simultaneously to compare and contrast the different story elements.
- Each student will complete activities associated with their book. Then, they can present their findings to other students in the class.

Assessment
All assessment materials are in the Accompanying Materials.

- Reading Guide
- Literature study Rubric
- Culminating Task Rubric

How to Create a Ghost Story Gallery

For this whole-class project, create a Ghost Story Gallery. Students will become experts in a ghost story of their choosing. As they read, they will evaluate the story, develop an understanding of the genre of ghost stories, and prepare a fluent, expressive reading performance for the class.

Materials:
- A ghost story for every student (suggestions in Procedure Step #1)
- Chart paper for "Ghost stories are…" brainstorming
- A copy of the "Ghosts, Goblins, and Ghouls—Oh My!" evaluation sheet for each student (in Accompanying Materials)
- Illustration materials (colored pencils, crayons, etc.)
- A ghost story for a read-aloud on Day 2 (can come from the website provided in Procedure Step #1)
- A flashlight for Day 3

Procedures:
Day 1
1. Before the project begins, acquire ghost stories for every student. You can either recruit the services of your school librarian, or you can go to this website: http://www.americanfolklore.net/campfire.html . Under "Campfire Stories," you will see several ghost story sub-genres: "Funny Ghost Stories," "Spooky Campfire Stories," "Scary Tales." Use your discretion as to which stories to select—a few of your children might have an appetite for the spook appeal!

2. As a class, discuss prior conceptions about ghost stories. Record thoughts on the "Ghost stories are…" chart paper.

3. Explain that students are going to become experts in a ghost story! They will read the story, evaluate it, and then prepare a dramatic reading for the class.

4. Allow students to choose their ghost story. You may wish to group the stories by scare factor and guide students towards stories near their independent reading level. You may also wish to allow some students to work in pairs, if such support is needed.

5. Distribute "Ghosts, Goblins, and Ghouls—Oh My!" evaluation sheets to each student. As students read and fill out the sheet, the teacher should be conferencing with readers. Conference points can include comprehension, inference skills, and fluency/expression.

6. End by asking students to illustrate their ghost story on the story itself. (Later, the stories and illustrations will be collected for a class book.)

Day 2

1. Revisit "Ghost stories are…" brainstorming chart from the previous lesson. Do students have anything new to add? Update the chart with a different color.

2. While the class is together, read a ghost story to them. Read it in a monotone with little expression. Wait for students to stop you, or pause after a minute if no one interrupts. What's wrong? How can the ghost story sound more interesting? Take students' suggestions and try again. Model how fluency and expression should sound: words are grouped together instead of read one-by-one, sometimes your voice is loud and sometimes it is quiet, sometimes you read quickly and sometimes you read slowly, etc.

3. Allow students to practice reading their ghost stories from the previous day independently. After a few minutes, allow students to work with a partner to practice reading with fluency and expression.

4. Regroup as a class and allow students to read their favorite sentence from their story with as much fluency as possible!

Day 3

1. Review from the previous lesson about what makes a ghost story interesting to listen to. What are the responsibilities of the reader? The listener?

2. Introduce a new element of excitement by turning off the light. How does darkness change the mood? For the next surprise, hold a flashlight by your chin shining up to the ceiling. Has the mood changed again? How?

3. Explain that today, students will be able to read our ghost stories to the class! The speaker will be given a flashlight to hold when it is their turn to speak. Students should be able to read their story without having to stop and think about all of the words.

4. Give students 10 minutes to practice, again starting off with independent practice and ending with partner practice.

5. Regroup and sit in a circle. Perform the ghost stories! You can even vote on the silliest, most surprising, and scariest stories at the end of the Ghost Story Gallery.

6. Combine ghost stories and illustrations in a class book to add to the reading center.

7. A rubric is provided in the Accompanying Materials.

A Good Night for Ghosts Unit: Accompanying Materials

Name: _____ **Date:** _____

Onomatopoeia Orchestra!

For each instrument below, write some onomatopoeia words to represent the sound the instrument makes. Be creative with your sound words!

A **violin** says…

A **trumpet** says…

Cymbals say…

A **snare drum** says…

A **flute** says…

A **guitar** says…

A **piano** says…

A **clarinet** says…

A **string bass** says…

ONOMATOPEIA ILLUSTRATION CAPTIONS

For this activity, you will use **ONOMATOPEIA WORDS** to fill **SPEECH BUBBLES** for the illustration on pages 84-85 of A Good Night for Ghosts. **CUT** out the speech bubbles and **GLUE** them to the illustration on the following page. Some speech bubbles have been **FILLED OUT** for you. Put those bubbles in the appropriate place on the **ILLUSTRATION**. Other speech bubbles are blank for you to **INVENT** your own onomatopeia captions. Be **CREATIVE!**
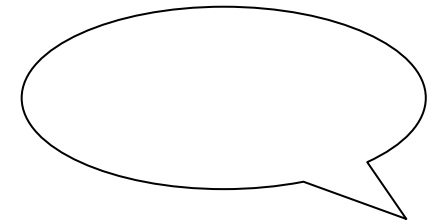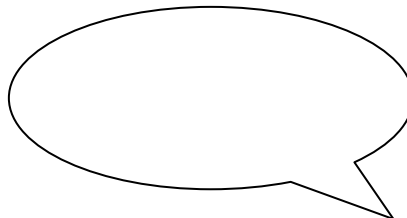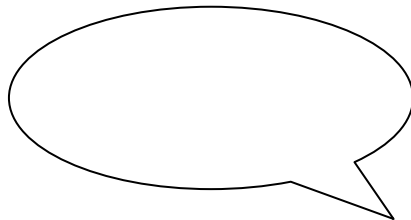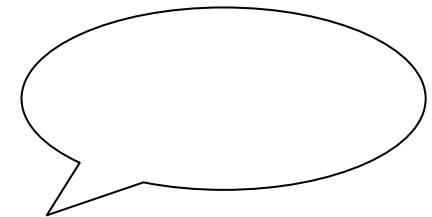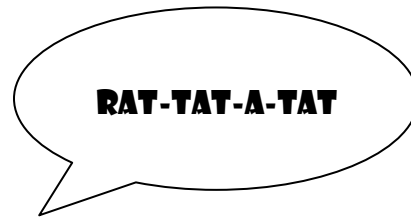
YARR! YARR! YARR!

RAT-TAT-A-TAT

ONOMATOPEIA ILLUSTRATION

Name: _____ Date: _____

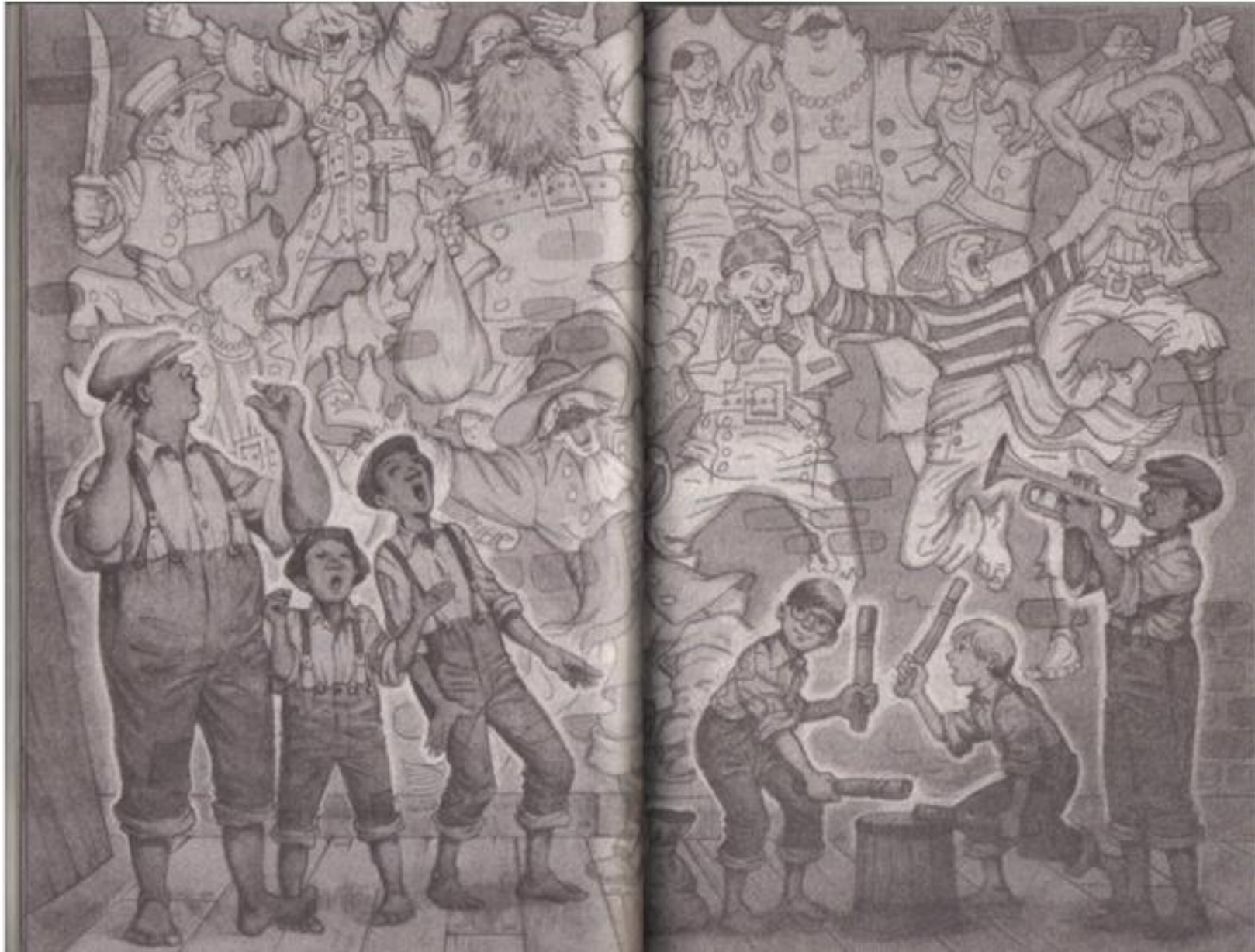## A Good Night for Ghosts Reading Guide

Chapter 1: Way Down Yonder in New Orleans

Words to Know	Words in Parts	Vocabulary Words
• scrunched	• trom<u>bone</u>	• heaved

1. *Tappity-tap-tap* is an example of which literary device? (p. 3) _____
2. Why does Annie think the tree house is back? (p. 4) _____
3. Why did Jack decide to get up? (p. 5) _____
   _____
4. What is their mission? (p. 7) _____
5. Where are they going and what will they be studying? (p. 7) _____
   _____
6. What does the magic flute become? (p. 8) _____
7. Who are they looking for in New Orleans? (p. 9) _____
8. What is Louis Armstrong's special talent? (p. 10) _____

Chapter 2: Money Blues
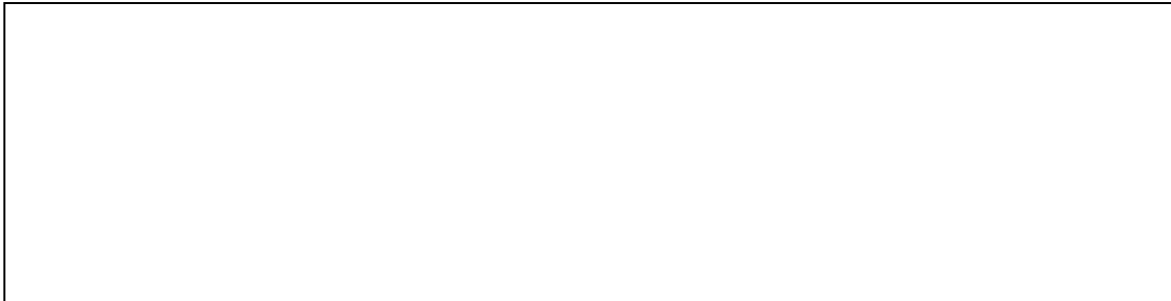
Words to Know	Words in Parts	Vocabulary Words
• antique • melodies	• <u>suspend</u>ers • <u>street</u>cars	• muggy • churned

1. Draw Jack and Annie in their outfits described on p. 11.

2. Why is Jack unsure of what year they landed in? (p. 12) _____
3. Describe some of the things they see as they look out from the tree house. (p. 12) _____
   _____
4. When was Louis Armstrong born? (p. 14)_____
5. What is jazz? (p. 14-15) _____
   _____
6. What were some things Louis Armstrong did as a teenager? (p. 15) _____
   _____
   _____
7. How did Jack and Annie decide to discover the year? (p. 16) _____
8. What is the date? (p. 17) _____
9. Where do they need to go to find Louis Armstrong? (p. 18) _____
   _____
10. Why is All Saints' Day important? (p. 20) _____
   _____
11. What is special about New Orleans? (p. 20) _____

Chapter 3: Coal Cart Blues

Words to Know	Words in Parts	Vocabulary Words
• cathedral • awning	• beggars • friendliest	• twined • spires

1. What is Jack's favorite part of New Orleans? Annie's? (p. 24) _____

_____

2. Why does Jack not like that Annie keeps talking about ghosts? (p. 25) _____

3. List the instruments they saw in Jackson Square. (p. 26) _____

_____

4. How did the musicians make money? (p. 26) _____

5. What was Louis Armstrong's childhood nickname? (p. 26) _____

6. Where is Louis Armstrong now? (p. 27) _____

7. Why won't the waiter talk to them? (p. 28) _____

8. What was Louis Armstrong doing when they found him? (p. 29) _____

_____

Chapter 4: Potato Head Blues

Words to Know	Words in Parts	Vocabulary Words
• quartet	• creaky	• waif

1. What is Annie's plan? (p. 32) _____

_____

2. What simile does Dipper use when he sees them? (p. 33) _____

3. What is their job? (p. 34) _____

4. What was unusual about all the boys' nicknames? (p. 37) _____

5. Why does Dipper say he won't sing in the parade? (p. 38) _____

6. How many musicians are in a quartet? (p. 39) _____

7. Who are the people in Louis Armstrong's family? (p. 40) _____

_____

8. What does Dipper call Jack and Annie and why? (p. 41) _____

_____

Chapter 5: Go 'Long, Mule

Words to Know	Words in Parts	Vocabulary Words
• dock • inspector	• plodded • nonsense	• plume

1. Why is Dipper not surprised to hear a parade in the distance? (p. 43) _____

_____

2. Describe three things that stand out to you in the illustration pages 44-45. _____

_____

3. What is Dipper afraid of? (p. 46) _____

4. How are Dipper's and Jack and Annie's ideas for Louis Armstrong's path different? (p. 47) _____

_____

5. What nonsense words is Dipper singing? (p. 48) _____

6. What is scat-singing? (p. 48) _____

7. Dipper thinks that music is_____! (p. 49

8. **Text-to-Self:** Listen to the sounds around you. What music do you hear? _____

_____

9. What is the music for "Go 'long, mule, go 'long, mule"? (p. 49) _____
10. Where is Dipper going next? (p. 51) _____
11. Why do Jack and Annie decide to work together? (p. 52) _____
_____
12. What caused Dipper to scream? (p. 53) _____
13. _____ give the heebie-jeebies to Dipper, _____ give them to Annie, and
_____ give them to Jack. (p. 55)

Chapter 6: Find Me at the Greasy Spoon

Words to Know	Words in Parts	Vocabulary Words
• embarrassed	• streetlamps	• eaves

1. What is a greasy spoon? (p. 59) _____
2. What ingredients are in gumbo? (p. 59) _____
3. Why is Dipper washing dishes? (p. 61) _____
4. "Washing a mountain of dishes" is an example of which literary device? (p. 61) _____
5. Why does Dipper say he has a rich life? (p. 62) _____
_____
6. **Infer:** Why won't Jack go in the blacksmith shop? (p. 65) _____
_____
7. Why did the other three boys leave? (p. 66-67) _____

Chapter 7: Skid-Dat-De-Dat!

Words to Know	Words in Parts	Vocabulary Words
• wick	• shrieked	• eerie

1. **Text-to-Self:** What parts of the description of the shop make it sound the creepiest to you? (p. 68) _____
_____
2. What problem to they encounter when they try to leave? (p. 69) _____
3. How are they able to see? (p. 73) _____
4. What startles them? (p. 73) _____
5. How do they scare the ghosts away? (p. 74-75) _____
6. Who were the ghosts? (p. 76) _____
7. What caught all of them off-guard? (p. 77) _____
_____
8. Who came down from the attic? (p. 78) _____
9. Write your 4 favorite onomatopoeia words found in Chapter 7. _____
_____

Chapter 8: Heebie Jeebies

Words to Know	Words in Parts	Vocabulary Words
• valves	• joyful	• scurvy

1. **Text-to-Self:** What gives you the heebie-jeebies? _____
_____
2. What was the ghost's name? (p. 79) _____
3. How many pirate ghosts were in the room? (p. 80) _____
4. Why can't Annie help scare the ghosts away this time? (p. 81) _____
5. What does Dipper do? (p. 81) _____
6. As they listen to the music, what happens to the ghosts? (p. 83) _____

Chapter 9: Working Man Blues

Words to Know	Words in Parts	Vocabulary Words
• cornet	• un<u>wrap</u>ped	• haul

1. How did Dipper learn to play the trumpet? (p. 88) _____

2. Where is the important musical gig that night? (p. 88) _____

3. Why do Jack and Annie know that Dipper has to go to the gig? (p. 88) _____
_____

4. Why won't Dipper go? (p. 88) _____

5. Write the simile about the sidewalks on page 90. _____

6. What does Annie suggest that will be drastic but might help them on their mission? (p. 91) _____
_____

7. Why does Dipper think he isn't a genius? (p. 93-94) _____
_____

8. Why did Dipper have to go to the Waif's Home? (p. 94) _____
_____

Chapter 10: Thanks a Million

Words to Know	Words in Parts	Vocabulary Words
• curfew	• inter<u>nation</u>al	• stunned

1. **Infer:** Why does Dipper not know what the international airport is? (p. 97) _____
_____

2. Where has Dipper seen the picture in the book before? (p. 98) _____

3. What does Dipper decide to do with his time? (p. 99) _____
_____

4. What does Dipper decide to do about the riverboat? (p. 99) _____

5. **Infer:** Dipper says the "paddy wagon" will pick up kids who are out past their curfew. What would we call a "paddy wagon" today? (p. 100) _____

6. Why can't Dipper sit with them on the street car? (p. 101) _____
_____

7. **Text-to-World:** Who was the African American man who ran for president and won? (p. 101) _____
_____

Chapter 11: Swing that Music

Words to Know	Words in Parts
• churning	• <u>s</u>crunching

1. Why is Jack sad on the streetcar? (p. 103) _____
_____

2. What did Jack and Annie hear as they got to the tree house? (p. 106) _____
_____

3. **Text-to-Self:** Which emotion that Jack and Annie list do you connect with the most and why? _____
_____

   Write the fact you find most interesting from the ones listed after Chapter 11. _____
_____
_____

Name: _____ Date: _____

A Good Night for Ghosts Reading Guide (KEY)

Chapter 1: Way Down Yonder in New Orleans

<u>Words to Know</u>	<u>Words in Parts</u>	<u>Vocabulary Words</u>
• scrunched	• trom<u>bone</u>	• heaved

1. *Tappity-tap-tap* is an example of which literary device? (p. 3) <u>Onomatopoeia</u>
2. Why does Annie think the tree house is back? (p. 4) <u>She dreamed it.</u>
3. Why did Jack decide to get up? (p. 5) <u>He wondered if Annie was right, and he didn't want to miss the</u> <u>adventure!</u>
4. What is their mission? (p. 7) <u>They must help a creative person bring his gifts to the world.</u>
5. Where are they going and what will they be studying? (p. 7) <u>They will be going to new Orleans to learn</u> <u>about music.</u>
6. What does the magic flute become? (p. 8) <u>It becomes a magic trumpet.</u>
7. Who are they looking for in New Orleans? (p. 9) <u>They are looking for Louis Armstrong.</u>
8. What is Louis Armstrong's special talent? (p. 10) <u>He is the king of jazz.</u>

Chapter 2: Money Blues

<u>Words to Know</u>	<u>Words in Parts</u>	<u>Vocabulary Words</u>
• antique • melodies	• <u>suspend</u>ers • <u>street</u>cars	• muggy • churned

1. Draw Jack and Annie in their outfits described on p. 11.

2. Why is Jack unsure of what year they landed in? (p. 12) <u>Their clothes don't reveal the year.</u>
3. Describe some of the things they see as they look out from the tree house. (p. 12) <u>They see steamboats,</u> <u>stores on a wide street, vendors with carts, horse-drawn buggies, antique cars, and electric train cars.</u>
4. When was Louis Armstrong born? (p. 14) <u>He was born in 1901.</u>
5. What is jazz? (p. 14-15) <u>It began in New Orleans in the early 1900s. African Americans were the first to</u> <u>play it. This musical style has a strong beat and lots of feeling. Sometimes it is made up at that moment!</u>
6. What were some things Louis Armstrong did as a teenager? (p. 15) <u>He performed with "kid bands" on the</u> <u>streets when he was younger. Then he played with older musicians in dance halls. Finally, he performed</u> <u>on Mississippi riverboats.</u>
7. How did Jack and Annie decide to discover the year? (p. 16) <u>They would buy a newspaper.</u>
8. What is the date? (p. 17) <u>It is October 31, 1915.</u>
9. Where do they need to go to find Louis Armstrong? (p. 18) <u>They will find some kid bands in Jackson</u> <u>Square in the French Quarter.</u>
10. Why is All Saints' Day important? (p. 20) <u>It honors all the people who have died. Sometimes there is a</u> <u>parade on the eve of All Saints' Day. It's also a good time to see ghosts.</u>
11. What is special about New Orleans? (p. 20) <u>It is called the most haunted city in America.</u>

Chapter 3: Coal Cart Blues

Words to Know	Words in Parts	Vocabulary Words
• cathedral • awning	• beggars • friendliest	• twined • spires

1. What is Jack's favorite part of New Orleans? Annie's? (p. 24) Annie likes the buildings. Jack likes the good-smelling food.
2. Why does Jack not like that Annie keeps talking about ghosts? (p. 25) He doesn't like ghosts.
3. List the instruments they saw in Jackson Square. (p. 26) They saw banjos, harmonicas, and long tin horns. Some kids were singing.
4. How did the musicians make money? (p. 26) They passed around a hat to collect money.
5. What was Louis Armstrong's childhood nickname? (p. 26) He was called Dipper.
6. Where is Louis Armstrong now? (p. 27) He is at the River Café.
7. Why won't the waiter talk to them? (p. 28) He thinks they are beggars.
8. What was Louis Armstrong doing when they found him? (p. 29) He was putting a bucket and shovel into the back of a coal cart.

Chapter 4: Potato Head Blues

Words to Know	Words in Parts	Vocabulary Words
• quartet	• creaky	• waif

1. What is Annie's plan? (p. 32) They will follow him and tell him they want to work with him. As they're working, they will talk about music.
2. What simile does Dipper use when he sees them? (p. 33) "Y'all are sticking to me like glue."
3. What is their job? (p. 34) They must fill their buckets with coal and toss each bucket load into the bin.
4. What was unusual about all the boys' nicknames? (p. 37) They didn't describe the people accurately at all.
5. Why does Dipper say he won't sing in the parade? (p. 38) He has a paying job now.
6. How many musicians are in a quartet? (p. 39) Four musicians make a quartet.
7. Who are the people in Louis Armstrong's family? (p. 40) Mama Lucy, Mayann, and baby Clarence are in his family.
8. What does Dipper call Jack and Annie and why? (p. 41) He calls them a couple of potato heads because they don't have any more brains than a pair of potatoes for refusing his payment.

Chapter 5: Go 'Long, Mule

Words to Know	Words in Parts	Vocabulary Words
• dock • inspector	• plodded • nonsense	• plume

1. Why is Dipper not surprised to hear a parade in the distance? (p. 43) People in New Orleans will find any excuse to have a parade.
2. Describe three things that stand out to you in the illustration pages 44-45. _____
_____
3. What is Dipper afraid of? (p. 46) He says he's not afraid of anything!
4. How are Dipper's and Jack and Annie's ideas for Louis Armstrong's path different? (p. 47) Dipper thinks his path is to make money for his family, but Jack and Annie know his path is to become a great musician.
5. What nonsense words is Dipper singing? (p. 48) He sings, "Skid-dat-de-dat, skid-dat-de-doo!"
6. What is scat-singing? (p. 48) When you can't think of words, you just make up sounds.
7. Dipper thinks that music is everywhere! (p. 49)
8. **Text-to-Self:** Listen to the sounds around you. What music do you hear? _____
_____

9. What is the music for "Go 'long, mule, go 'long, mule"? (p. 49) It comes from the mule Lady's hoofbeats.
10. Where is Dipper going next? (p. 51) He has to haul bananas until it is dark.
11. Why do Jack and Annie decide to work together? (p. 52) The banana bunches are so large that they can't carry them alone.
12. What caused Dipper to scream? (p. 53) A rat jumped out of the cargo hold.
13. Rats give the heebie-jeebies to Dipper, spiders give them to Annie, and ghosts give them to Jack. (p. 55)

Chapter 6: Find Me at the Greasy Spoon

Words to Know	Words in Parts	Vocabulary Words
• embarrassed	• streetlamps	• eaves

1. What is a greasy spoon? (p. 59) It's a restaurant.
2. What ingredients are in gumbo? (p. 59) Gumbo has spicy chicken, ham tomatoes, okra, onions, and rice.
3. Why is Dipper washing dishes? (p. 61) He is washing dishes to pay for their dinner.
4. "Washing a mountain of dishes" is an example of which literary device? (p. 61) Metaphor
5. Why does Dipper say he has a rich life? (p. 62) He might not get to have everything, but he gets to feel everything.
6. **Infer:** Why won't Jack go in the blacksmith shop? (p. 65) It's the haunted blacksmith shop he read about in his book!
7. Why did the other three boys leave? (p. 66-67) They claim they have a big gig.

Chapter 7: Skid-Dat-De-Dat!

Words to Know	Words in Parts	Vocabulary Words
• wick	• shrieked	• eerie

1. **Text-to-Self:** What parts of the description of the shop make it sound the creepiest to you? (p. 68) _____
_____
2. What problem to they encounter when they try to leave? (p. 69) The door handle is stuck.
3. How are they able to see? (p. 73) Dipper uses his matches to light two lanterns.
4. What startles them? (p. 73) They hear what sounds like a person in the back room.
5. How do they scare the ghosts away? (p. 74-75) Annie plays the trumpet and Jack scat-sings.
6. Who were the ghosts? (p. 76) Little Mack, Happy, and Big Nose Sidney were the ghosts.
7. What caught all of them off-guard? (p. 77) After the "ghosts" had been discovered, another huge voice started talking to them!
8. Who came down from the attic? (p. 78) It was the pirate ghost!
9. Write your 4 favorite onomatopoeia words found in Chapter 7. _____
_____

Chapter 8: Heebie Jeebies

Words to Know	Words in Parts	Vocabulary Words
• valves	• joyful	• scurvy

1. **Text-to-Self:** What gives you the heebie-jeebies? _____
_____
2. What was the ghost's name? (p. 79) It was the ghost of Jean Lafitte.
3. How many pirate ghosts were in the room? (p. 80) There were 10 pirate ghosts.
4. Why can't Annie help scare the ghosts away this time? (p. 81) They already used the magic trumpet.
5. What does Dipper do? (p. 81) Dipper plays the trumpet.
6. As they listen to the music, what happens to the ghosts? (p. 83) They start to dance.

Chapter 9: Working Man Blues

Words to Know	Words in Parts	Vocabulary Words
• cornet	• un<u>wrap</u>ped	• haul

1. How did Dipper learn to play the trumpet? (p. 88) <u>He practiced for 2 years at the Waif's House.</u>
2. Where is the important musical gig that night? (p. 88) <u>It is on a riverboat.</u>
3. Why do Jack and Annie know that Dipper has to go to the gig? (p. 88) <u>The research book said his musical</u> <u>talent developed as he played on riverboats.</u>
4. Why won't Dipper go? (p. 88) <u>He has to get up early to haul coal.</u>
5. Write the simile about the sidewalks on page 90. <u>"The wet sidewalks glistened like silver."</u>
6. What does Annie suggest that will be drastic but might help them on their mission? (p. 91) <u>She wants to</u> <u>show Dipper their research book.</u>
7. Why does Dipper think he isn't a genius? (p. 93-94) <u>He never got past elementary school and he doesn't</u> <u>know how to read music.</u>
8. Why did Dipper have to go to the Waif's Home? (p. 94) <u>On New Year's Eve when he was 12, he was</u> <u>singing and fired a gun into the air. He was sentenced to two years in the Waif's Home.</u>

Chapter 10: Thanks a Million

Words to Know	Words in Parts	Vocabulary Words
• curfew	• inter<u>nation</u>al	• stunned

1. **Infer:** Why does Dipper not know what the international airport is? (p. 97) <u>The book is from the future, and</u> <u>at the time, the airport doesn't exist yet.</u>
2. Where has Dipper seen the picture in the book before? (p. 98) <u>He's seen it in his heart.</u>
3. What does Dipper decide to do with his time? (p. 99) <u>He will keep his jobs and start making a little room for</u> <u>music.</u>
4. What does Dipper decide to do about the riverboat? (p. 99) <u>He decides to join his friends.</u>
5. **Infer:** Dipper says the "paddy wagon" will pick up kids who are out past their curfew. What would we call a "paddy wagon" today? (p. 100) <u>It is a police car.</u>
6. Why can't Dipper sit with them on the street car? (p. 101) <u>He has to sit in the back because he is black,</u> <u>while the white folks sit up front.</u>
7. **Text-to-World:** Who was the African American man who ran for president and won? (p. 101) <u>He was</u> <u>Barack Obama.</u>

Chapter 11: Swing that Music

Words to Know	Words in Parts
• churning	• scrunching

1. Why is Jack sad on the streetcar? (p. 103) <u>He doesn't understand why people wouldn't want to sit together</u> <u>just because of the color of their skin.</u>
2. What did Jack and Annie hear as they got to the tree house? (p. 106) <u>They heard the trio singing and the</u> <u>trumpet playing.</u>
3. **Text-to-Self:** Which emotion that Jack and Annie list do you connect with the most and why? _____
_____

     Write the fact you find most interesting from the ones listed after Chapter 11. _____
_____
_____

PICK A PROJECT!

Now that you've finished reading *A Good Night for Ghosts*, pick a project to share with the class. Here are your options:

Make your own scat! Choose to do a solo or a duet with a friend. Perform for the class!

Skid-dat-de-dat!

Listen to one of the Louis Armstrong pieces featured in the book (any chapter title!). Then, write a poem that puts into words how the music makes you feel. Compare/contrast to the actual lyrics, if available.

Choose an illustration in the book. Make your own artistic interpretation of the illustration and include at least 3 speech bubbles with onomatopoeia words to go with the picture.

RUBRIC:

	3	**2**	**1**
Directions	Student followed all directions.	Student followed some directions.	Student followed few directions.
Detail	Student includes many important details from reading.	Student includes some important details from reading.	Student includes few or no important details from reading.
Creativity	Project is creative, unique, and relevant.	Project is somewhat creative, unique, and relevant.	Project is not creative, unique, or relevant.
Time	Student stayed on-task the whole time.	Student stayed on-task some of the time.	Student did not stay on task.

TOTAL:_____/12=_____   **COMMENTS:**

Name: _____ **Date:** _____
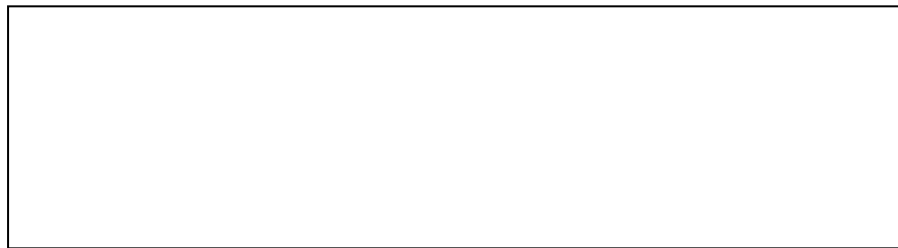
GHOSTS, GOBLINS, AND GHOULS—OH MY!
Fill out this evaluation of your ghost story. Work carefully—the ghosts are watching!

Name of your ghost story:_____

Setting: _____

Describe your ghost's personality. _____

_____

Draw your ghost.

Plot Map (write what happens in each part!)

Beginning	Middle	End

Where is your ghost at the end of the story? _____

_____

Rate on the Spook Scale:

It was a little scary.

1   2   3   4   5

It was TERRIFYING!
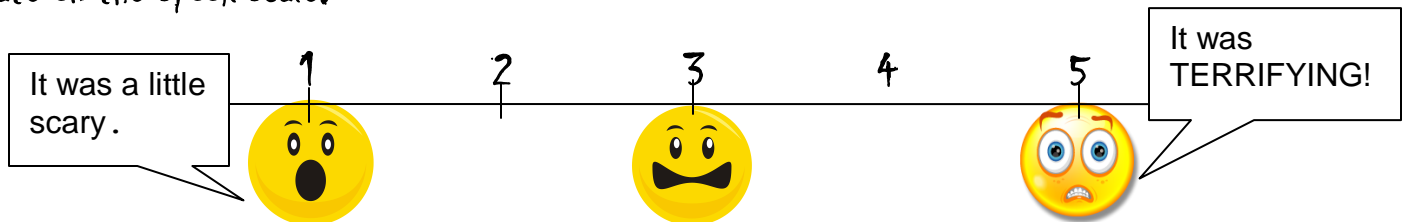
Plan a dramatic reading of your story. Underline some of your favorite words or sentences that you want to bring out in your reading!

Student Grading Rubrics for Skits: Use these to send grade reports home. Multiple are on a page to save paper!

Ghost Story Gallery Rubric			
Name: _____ **Story:** _____			
	3	2	1
EVALUATION REPORT	Evaluation report is filled out accurately and with great detail.	Evaluation report is filled out with some accuracy and with some detail.	Evaluation report is filled out without accuracy or details.
ILLUSTRATION	Illustration of story is neat, detailed, and relevant.	Illustration of story is neat and relevant with some details.	Illustration of story is not neat, detailed, or relevant.
FLUENCY PRACTICE	Independent and partner practice time is used wisely.	Independent and partner practice time is mostly used wisely.	Independent and partner practice time is not used wisely.
DRAMATIC PERFORMANCE	Performance is engaging and interesting. Student reads with fluency and expression throughout.	Performance is interesting. Student reads with some fluency and expression throughout.	Performance is not attention-keeping. Student reads without fluency or expression throughout.
AUDIENCE BEHAVIOR	Student listens politely and attentively during others' presentations.	Student listens politely during others' presentations with a few diversions.	Student does not listen politely during others' presentations and causes many diversions.
TOTAL: _____/15=_____ COMMENTS:			

Ghost Story Gallery Rubric			
Name: _____ **Story:** _____			
	3	2	1
EVALUATION REPORT	Evaluation report is filled out accurately and with great detail.	Evaluation report is filled out with some accuracy and with some detail.	Evaluation report is filled out without accuracy or details.
ILLUSTRATION	Illustration of story is neat, detailed, and relevant.	Illustration of story is neat and relevant with some details.	Illustration of story is not neat, detailed, or relevant.
FLUENCY PRACTICE	Independent and partner practice time is used wisely.	Independent and partner practice time is mostly used wisely.	Independent and partner practice time is not used wisely.
DRAMATIC PERFORMANCE	Performance is engaging and interesting. Student reads with fluency and expression throughout.	Performance is interesting. Student reads with some fluency and expression throughout.	Performance is not attention-keeping. Student reads without fluency or expression throughout.
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TOTAL: _____/15=_____ COMMENTS:			

Student Grading Rubrics: Use these to send grade reports home. Multiple are on a page to save paper!

Literature Circles Rubric

Name: _____Book Title: A Good Night for Ghosts

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____Book Title: A Good Night for Ghosts

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____Book Title: A Good Night for Ghosts

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Literature Circles Rubric

Name: _____Book Title: A Good Night for Ghosts

Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation	Total Points	Comments:
____/10	____/10	____/10	____/10	____/10	____/10	____/60=____	

Designed by Melissa Summer, Woodland Heights Elementary School, Spartanburg, South Carolina

Teacher Grading Rubric: Use this to document grades easily. Add more rows for more students.

Book Title: <u>A Good Night for Ghosts</u>

For each off-task behavior, mark off one number (starting with 10).

	Tracks text while listening	Prepared to read	Participates in discussion/ Reading guide	Controls voice/body	Uses time wisely	Shows cooperation
1.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
2.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
4.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
5.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
6.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
7.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
8.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
9.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
10.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
11.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
12.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
13.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
14.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
15.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
16.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
17.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
18.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
19.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
20.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
21.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
22.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
23.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
24.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1
25.	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1	10 9 8 7 6 5 4 3 2 1

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