



Who Let the Ghosts Out?

Script
by
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Based on books by R. L. Stine

Classroom Guide Kindergarten - Grade 1

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How to Use This Guide

This classroom guide for *Who Let the Ghosts Out?* is designed for Texas students in kindergarten and Grade 1. It offers activities to help you integrate a performance of *Ghosts* into English language arts (ELA), mathematics, science, social studies, music, art, and theatre curricula.

All activities in this guide are linked to Texas Essential Knowledge and Skills (TEKS) content standards.

For students outside Texas, this guide’s ELA and math activities also are linked to Common Core standards. At the back of this guide, you will find a list of the guide activities and their related Texas and Common Core standards.

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1: Discussion Questions

Before the Performance

Who Let the Ghosts Out? is a stage play. What is a stage play?

- How is a play similar to a TV show or movie?
- How is it different?

Who performs the parts (roles) in a play?

- What kinds of skills do you think performers need to have to perform in plays?
- Who else works on plays? (Remember: you may not see them on stage!)

Who Let the Ghosts Out? is based on two books: *Who Let the Ghosts Out?* and *Have You Met My Ghoulfriend?*, written by R. L. Stine.

- Have you read *Who Let the Ghosts Out?* as a class or by yourself?
 - Based on what you read, what do you think may happen in the play?

During the Performance

When you watch a play, you are a member of the audience. What kinds of things should you do as an audience member? Examples:

- Pay attention
- Laugh when something funny happens
- Clap if you enjoy something

What kinds of things should you *not* do as an audience member? Examples:

- Talk to your neighbor
- Use a cell phone during the performance
- Yell at the actors (unless they ask you to!)

After the Performance

What did you think of the play?

- If you read *Who Let the Ghosts Out?* beforehand, how was the play similar to the book?
- How was it different?

Describe the performers in the play.

- What did they do to make their characters special (different from the other characters)?
- How did they use their bodies to play their characters (using voice, movement, etc)?
- Did you see anyone else who worked on the play besides the performers on stage?

Describe the characters' costumes.

- What did each character's costume tell you about that character?
- Did any of the performers change costumes?
 - If so, why do you think they needed to change costumes?

Describe the set of the play.

- Did it have a lot of locations?
- Did it look like a place you've been to before?
- How did different lighting change how the set looked for different scenes?

Did the play have music in it?

- If so, was it only in the background, or did it help tell the story?
- What instruments did you hear in the music?

If you were going to direct *Who Let the Ghosts Out?*, how would your production be different than the play you saw at Magik?

2: Verbs

A verb is an action word. It describes what someone or something does. For example, in this sentence, the underlined word is the verb:

Matt picks a pumpkin.

The word **picks** tells us what Matt does. A verb also can describe an action that has already happened:

Matt talked to the pumpkin farmer.

The word **talked** tells us what Matt did.

Read each of the following sentences. For each sentence, underline the verb.

Julio finished his homework early.

Tina rakes leaves with her father.

Margita likes black socks more than orange ones.

In the sky last night, Jake saw a full moon.

Nick felt excited about the haunted house.

Gabby and her dog dress up every Halloween.

Andre's uncle sends an email to him.

Akiko hid behind the tree and scared her friends.
(Hint: this sentence contains two verbs.)

3: Write and Illustrate Your Own Story

In *Who Let the Ghosts Out?*, two friendly ghosts try to help a boy named Max by following him to school. What could have been scary turns out to be funny. As a class, write a story about a character who experiences something that is scary at first but then turns out to be funny.

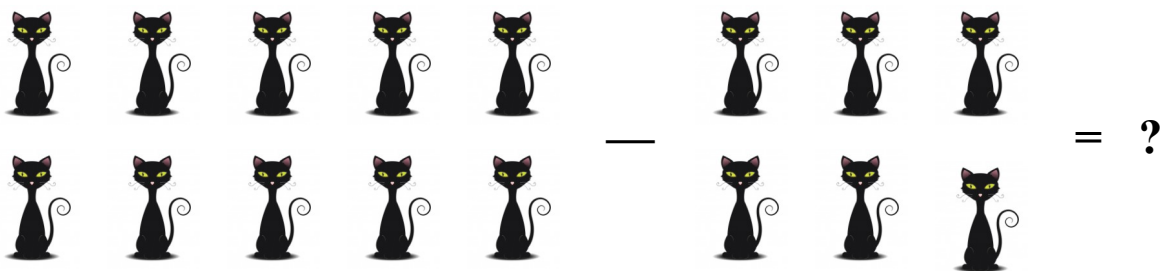
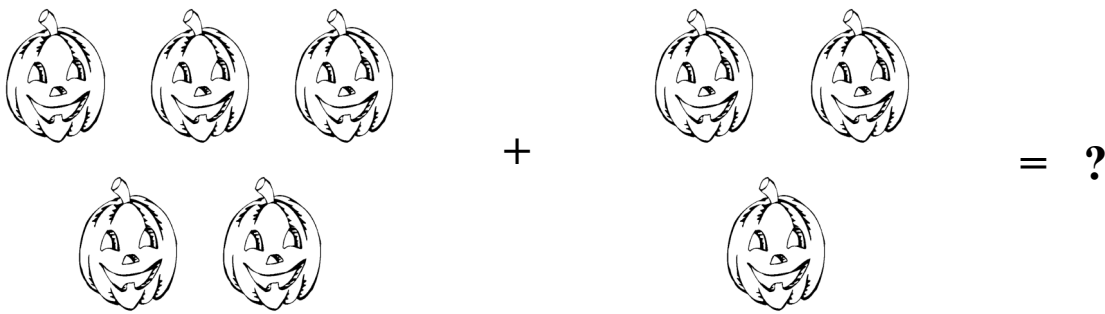
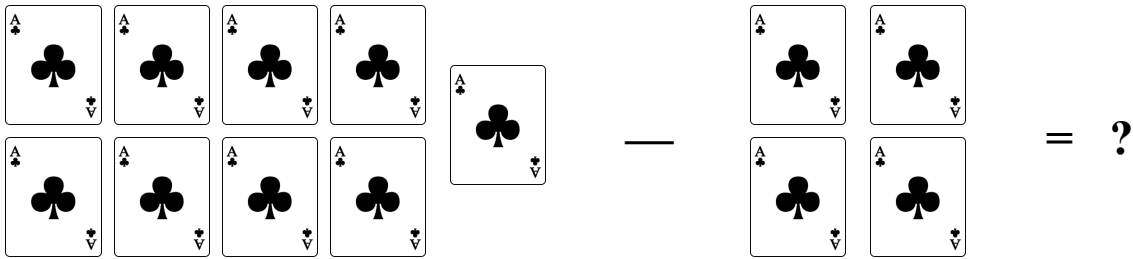
Answer these questions as you write your story:

- Who is your main character?
- Who are your other characters (if any)?
- What does your main character want?
- What is keeping your main character from what he or she wants?
- How does your main character tackle the problem?
- How does your story end?
- Did your main character learn anything?

In the space below, draw a picture to illustrate your story.



4: Picture Problems



5: Physical Properties

Physical properties are those that you can measure or observe without changing the basic, chemical makeup of an object or substance. For example, the physical properties of a marshmallow would include color, weight, and whether the marshmallow is transparent or opaque. You can measure all of these properties without changing the chemical makeup of the marshmallow.

Examples of physical properties include:

color	weight	mass
volume	transparency/opacity	texture
odor	density	attraction to magnets
freezing point	melting point	boiling point

In *Who Let the Ghosts Out?*, Max has a problem with the ghosts' physical properties: Max can see the ghosts but no one else can! At first, this causes Max to doubt that the ghosts are real.

Gather or identify about 20 different objects in your classroom. These could include:

- pencil
- book
- chalk
- crayon
- magnifier
- paper
- desk
- chair
- calculator
- lunchbox

Observe and/or measure the objects using the properties listed above. Sort your classroom objects by their physical properties.

- Which are smooth in texture? Which are rough?
- Which weigh less than 1 pound? Which weigh more?
- Which can you see light through? Which are opaque?
- Which are attracted to a magnet? Which are not?

6: Ghosts in Our Culture

In our culture, many people believe that a ghost is the soul or spirit of a person who is no longer living. Some people also believe in ghosts of animals or objects, like trains or ships. We usually think of ghosts as something you can see, but some people have reported only hearing ghosts. Others report seeing objects move that wouldn't normally move on their own; this movement is sometimes attributed to invisible ghosts.

Think about our culture. Culture is how we structure our lives and express ourselves. It is made up of our laws, belief systems, and holidays, as well as our stories, songs, art work, and other creative projects. What part do ghosts (or the idea of ghosts) play in our culture?

- Name as many ways as you can think of that ghosts play a part in our culture.
- Do you think ghosts play important parts in our culture?
 - Why or why not?
- Can you think of an area of our culture in which ghosts play no part?
- Do you think most people believe in ghosts?
 - Do you believe in ghosts?

Whether you believe in ghosts or not, think about how the idea of ghosts makes you feel.

- Do you think ghosts would be friendly? Scary? Helpful? Interesting?
- When you think of ghosts, what do you imagine?
 - What would they look like?
 - What would they sound like?
 - How would they spend their time?

Above, you heard that some people believe in ghost ships. As a class, look up information about a supposed ghost ship called the Flying Dutchman.

- Was the Flying Dutchman ever a real ship?
- Describe what the Flying Dutchman looks like.
- When did sightings of a ghostly Flying Dutchman begin?
- If the ghost ship isn't real, what do think could have caused people to think they saw it?

7: Draw What You Saw!

Choose your favorite moment from *Who Let the Ghosts Out?* Use the space below to draw a picture of that moment. Use your own colors and style to show that scene however you want to. When you finish, share your picture with your class. Be ready to answer questions about your picture, such as:

- Who does your picture show?
- What is happening in your picture?
- Why did you choose the colors you used?
- How did you show emotions (feelings) in your picture?
- What happened just before the moment you drew? What will happen just afterward?
- Did anyone else draw the same moment you drew?
 - How is their picture similar?
 - How is it different?



8: Spooky Music

Play for your students various examples of spooky music. Classical pieces to consider include:

- Toccata and Fugue in D minor (BWV 565), by Johann Sebastian Bach
- Night on Bald Mountain, by Modest Mussorgsky
- In the Hall of the Mountain King, by Edvard Grieg
- The Sorcerer’s Apprentice, by Paul Dukas

[Teacher: Music is a visceral experience, and spooky music can be...spooky! For very young or timid students, consider choosing The Sorcerer’s Apprentice. First show students the Sorcerer’s Apprentice section of Disney’s *Fantasia*. Then play just the audio of Dukas’s piece. Giving students a “safe” image of Mickey Mouse can help make the “spooky” elements of the music more fun to explore.]

Encourage children to add dance/movement to their listening experience. Make sure students have room to move around. Point out different tempos and rhythms to encourage change in dance/movement. Help students find the beat of a piece by clapping, marching in place, snapping your fingers, etc.

Help students explore what makes the music spooky by addressing the instruments used, harmony vs. dissonance, and any story behind the piece’s composition. Point out that a piece may not have been composed to tell a spooky story, but the music has become spooky because of how our culture has used it (as is the case with Bach’s Toccata and Fugue in D minor).

Using a variety of musical instruments or everyday objects*, lead students through a discussion of musical qualities:

- Demonstrate musical qualities
 - loud vs. soft sounds
 - high-pitched notes vs. low-pitched notes
 - fast rhythms vs. slow rhythms
- Ask students to emulate your examples using instruments, their voices, or their bodies (e.g., clapping their hands, snapping their fingers, clicking their tongues)
- Ask students to sort instruments
 - sort single-pitch instruments from low-pitched to high-pitched
 - sort single-pitch instruments separately from multi-pitch instruments
- Create a simple rhythmic pattern
 - ask students to repeat it
 - ask students to create and repeat their own simple rhythmic patterns
- Create a simple melody
 - ask students to repeat it
 - ask students to create and play their own simple melodies
- As a class, create a spooky composition

**Including cardboard oatmeal can (with lid), rubber band, chopsticks, metal spoons, plastic bucket, plastic storage bin, pots and pans, pot/pan lids, wooden spoon, plastic cup with lid, filled ¼ full with dry beans or rice, cardboard tubes, glasses with different levels of water*

TEXAS

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.4.b.5
2	ELA 110.11.b.5
3	ELA 110.11.b.13-14
4	Math 111.12.b.1, 3-4
5	Science 112.11.b.2, 5
6	Soc Studies 113.11.b.12
7	Fine Arts 117.2.b.1-2, 4
8	Fine Arts 117.3.b.1-2, 4

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
1	Fine Arts 117.7.b.5
2	ELA 110.12.b.6
3	ELA 110.12.b.17-18
4	Math 111.13.b.1-3
5	Science 112.12.b.2, 5
6	Soc Studies 113.12.b.15
7	Fine Arts 117.5.b.1-2, 4
8	Fine Arts 117.6.b.1-2, 4

COMMON CORE

Kindergarten

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.K.1
3	ELA W.K.3
4	Math K.OA.1-2

Grade 1

<u>Activity</u>	<u>Standard(s)</u>
2	ELA L.1.1
3	ELA W.1.3
4	Math 1.OA.1-2, 5, 7-8