

# Leo: A Ghost Story

## Leo: A Ghost Story

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Ages: 3-6; Grades PreK-1

Themes: Friendship, Fantasy & Imagination

### SUMMARY

Leo is a ghost who has been expelled from his long-time home. As he roams around the city, no one can see him. No one except for a little girl named Jane. When Jane sees Leo, she assumes that he is a new imaginary friend. Leo doesn't have the heart to tell her that he's actually a ghost. In the night a robber comes and Leo is able to protect Jane and her mother as only a ghost can, thereby revealing his true identity. Luckily, Jane is delighted and the friends share a midnight snack.

### Common Core Connections:

#### CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### CCSS.ELA-LITERACY.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text

#### CCSS.ELA-Literacy.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

#### CCSS.ELA-Literacy.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

#### CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

### OBJECTIVES:

- Students will make predictions.
- Students will engage in a text-dependent discussion.
- Students will identify qualities that make a good friend.
- Students will write a story about an experience with a friend.

### BEFORE VIEWING ACTIVITIES

Discuss friendship with students. Guiding questions:

- What are the qualities of a good friend?
- How do you make friends?
- How do you decide whom you want to be friends with?
- Have you ever done anything special to try to make friends with someone?
- How do you feel when you're with a great friend?

Tell students that they're going to watch a movie about a ghost named Leo and his new friend Jane. Encourage them to watch and listen for ways that Jane and Leo show friendship to one another.

Give students a mini-lesson on making predictions. Tell them that strong readers make predictions about what will happen next in the story, based on clues. Make connections by giving students examples of real-life situations where they can make a prediction (e.g. dark clouds are clues that it might rain). Invite students to talk to partners about predictions that they can make about real-life situations. After students have practiced making predictions about real-life situations, do a picture walk of the beginning of the book *Leo a Ghost Story* or another text, and encourage students to make one or two predictions. Then, tell students that they will be watching the movie *Leo a Ghost Story*. Encourage students to watch and listen to see if their predictions are confirmed. Stop the movie periodically to give students time to make several more predictions.

### AFTER VIEWING ACTIVITIES

Revisit the discussion about making predictions. Discuss the ending of the book with students. Guiding questions:

- Did the story end the way you thought it would? Why or why not?
  - Did the characters behave or act the way that you expected them to? Did they do anything that surprised you?
  - How did Leo change in the story? What caused him to change?
- Encourage students to actively listen to each other and build on each other's answers. The following discussion frames may be helpful:
- I agree/disagree with \_\_\_\_\_ because...
  - I'd like to elaborate on \_\_\_\_\_'s comment...
  - I understand what \_\_\_\_\_ is saying, however...
  - \_\_\_\_\_'s comment supports the idea that...
- (CCRA.R.1; CCRA.R.2; CCRA.R.3, CCRA.SL.1)

Say to students: Do you have a special friend in your life? Is your friend a real person or an imaginary friend? We're going to write a story about a time that we did something fun or adventurous with our friend. Just like Mac Barnett did, we're going to focus on one small moment in our friendship and write about that. For example, we're not going to write about the whole summer at camp with our friend, or maybe not even a whole day, but we might write about the first time we went out in a canoe with our friend. Think about a time you did something fun or adventurous with a great friend and write a story about that time.

Guide students through the writing process, by modeling a story about doing something fun or adventurous with a friend.

- 1) Use a web or list to brainstorm ideas.
- 2) Use the web or list to choose the strongest idea. Using that idea, create an outline with the students. Since it is a story, the outline should be created in chronological order, using the key words first, then, next, finally. Encourage all students to contribute ideas to the outline.
- 3) Use the outline to fill in details and strong vocabulary, creating a story. Scribe the story on large chart paper, so that students can see how the ideas get transformed into complete sentences.
- 4) Conclude by having students tell the stories of how they did something fun or adventurous with a friend. Older students can use the writing process to create their story, while younger students can make a wordless picture book.  
(CCRA.W.3)

Lead a discussion with the students about acceptance and friendship. First, revisit the list of students' ideas about what makes a good friend. Then, have students recall Jane's actions in the book. Was Jane a good friend to Leo? Why or why not? Was Leo a good friend to Jane? What was Leo worried about in the story? Why was he worried? After students' ideas have been shared, talk with students about ways that they can act to support and accept each other. End the discussion with a team-building activity.

Team-building ideas:

- **Mix-Pair-Share:** Pose a question, such as, what is your favorite restaurant/book/movie/type of music/sport? Students walk silently and randomly around the room to music. When the music stops, they give a high five to a student standing near them. Anyone who cannot find a partner keeps his/her hand raised and the teacher assists in pairing up remaining students. Students then have one minute for both people to share their answer to the question. After a minute, students each give each other one compliment (with younger children, provide the compliment, i.e. "You are very smart!"). Then students mix again to the music and repeat the process.
- **Pass the Hula Hoop:** Students join hands in a circle and must pass a hula hoop around the circle without disjoining hands. If they are successful, add another hula hoop or time them and let them race against themselves.

### OTHER TITLES ABOUT FRIENDSHIP FROM WESTON WOODS:

**Bink & Gollie** – written by Kate DiCamillo and Alison McGhee; illustrated by Tony Fucile

**Danny and the Dinosaur** – book by Syd Hoff

**Lion and the Mouse** – book by Jerry Pinkney

**One Cool Friend** – written by Toni Buzzeo; illustrated by David Small

**Stick and Stone** – written by Beth Ferry; illustrated by Tom Lichtenheld

**Yo! Yes?** – book by Chris Raschka

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