Reading with Relevance

Building Independent Readers and Thinkers

A Teacher’s Guide For

Ghost

by Jason Reynolds

Recommended for: Grade Levels 6-8
A tool to inspire change

This literacy curriculum is constructed around a content-rich novel that builds students’ literacy skills and supports their character development and self-confidence. Students are motivated to read because they relate to the strong, diverse, and resilient characters featured in our selected novels and because each session gives them the opportunity to connect what they’ve read to their own lives.

Developed, field-tested, and refined in our own tutoring and mentoring programs, this standards-based curriculum has inspired persistently low-performing students to engage with literature, make meaning in their lives, and improve their English language arts skills. Now, Reading with Relevance is available to help you dig deep into the social, emotional, and academic needs of your students, whether in your classroom, after-school program, or youth development agency!

Why Ghost?

This novel tells the story of Castle, a seventh grade boy running from his problems, and his past. When a local track coach discovers Castle’s natural talent for sprinting and takes him under his wing, Castle discovers both the challenges and the joys of joining an elite track team. We chose this book for its careful exploration of some powerful social and emotional themes: poverty, bullying, sports, friendship, and overcoming trauma. This curriculum will inspire students to build connections between Castle’s redemptive life story and their own.

Lesson Plan Part One

Vocabulary:
Selected vocabulary from the reading is provided at the beginning of each session.

Session Number & Reading Pages:
The guide is divided into 9 reading sessions. The session number and pages appear at the top of each session.

Today’s Theme:
Themes for each session are highlighted to allow the facilitator to prepare for meaningful dialogue with students.

Discussion Questions:
Targeted discussion questions allow facilitators to invite meaningful conversations with students.

Reading/During Reading:
Provides background and contextual information for the instructor that may be necessary for students to understand the reading.

Story Setup/Session Recap:
A short description of the previous session’s reading allows facilitators to quickly recap the important details.

Timing Reminder:
A timing reminder shows the percentage of time that should be spent on each section of the lesson plan.

Story Setup:
A short description of the character(s), setting, plot points, and theme that will be discussed.

Discussion Questions:
A set of discussion questions that helps the facilitator lead the conversation.

Session 1:
Pages 1-7

Why Castle?

Castle is a seventh grade boy running from his problems, and his past. He is a sprinter who runs to escape his problems.

Castle’s Character:
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Castle’s Themes:
Themes for each session are highlighted to allow the facilitator to prepare for meaningful dialogue with students.

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Guide at a Glance

Ghost

Lesson Plan Format

Provided here is an overview of the lesson plan layout. Each lesson plan is arranged in two double-spread formats to match the flow of the session. Each of these elements is explored in greater depth in the following section, How to Facilitate.

How to Facilitate

Timing & Structure

This curriculum includes 10 individual lesson plans. Each of these lesson plans may be condensed or expanded to meet your students’ reading levels and your classroom or program structure. While we don’t define the time constraints for each element of the lesson plan, we do recommend dividing your time in the manner shown below. Please feel empowered to modify this suggested time allocation to best meet the instructional needs of your students. Despite varying session lengths, this reading curriculum should always include the following elements:

10% Story/Character
40% Reading
15% Discussion
20% Journaling
15% Activity

Creating Reading Groups

This program can be facilitated in a small reading group or in a larger after-school or school-day classroom setting. However, you will need to embrace different instructional practices depending on your group size. If you are able to create small reading groups, we suggest grouping students by their fluency levels. If you are unable to facilitate small reading groups, consider breaking students into small groups for discussions and other activities.

Before Starting a Session

Take a moment to read the “Today’s Theme” section that precedes each lesson. Then, write your vocabulary words on the board with the definitions before you begin teaching; the best time to do this is right before the session starts so students have ample time to see the words. A list of vocabulary words will be provided for each session, and you may choose a few to focus on each week. You should also prepare any materials required to complete the day’s extension activity.

Today’s Theme

Each lesson plan begins with a section that clearly describes the social and emotional themes highlighted in the day’s reading. This is provided as an instructional resource to help you set your intentions about the social and emotional learning goals for each of your sessions. This is also an excellent opportunity to self-reflect on your own relationship with the novel’s themes.

Reading with Relevance Curriculum: Ghost © 2017 Moving Forward Institute
Recap the story using the “Story Recap” section of your lesson plan. Begin by asking the students to share with you and each other what happened during the last session’s reading. Remind the students of the characters you have encountered; you can ask quick questions like, “Who are the main characters?” and “What were some of the major/most exciting events from the last session we read?” Point out what vocabulary words will be introduced in the upcoming chapters and remind students to look for these words while reading. Please encourage students to copy the day’s vocabulary words into their journals.

Reading

During this time, students will read the assigned pages defined in each lesson. You may have students read aloud in small groups or in a larger group, you may have students follow along while you read, or you may have students complete silent, independent reading. During training, you will be provided with a “Guided Reading Best Practices Manual,” including tips on how to facilitate this portion, depending on your facilitation structure.

During Reading

There may be times when unfamiliar themes, references, slang, or historical context are present during the reading. If you feel that it is important to provide definitions or context for your students, this information is included in the “During Reading” section of each lesson.

Discussion Questions

After you finish reading, ask the questions provided in the “Discussion Questions” section of your curriculum. These questions include reading comprehension, critical thinking, and social/emotional skill-building topics that will prepare students to connect with the story, write in their journals, and complete extension activities.

Journal Prompt & Writing

The journal prompts are designed to provide a safe space for students to develop and share their thoughts and ideas while they develop critical thinking and improve on writing skills. After discussion, students will respond to journal prompts designed to help them connect the story to their own lives. Each lesson includes two journal topics to choose from. You may use one or both, depending on your students and program.

Each lesson plan includes an extension activity, students can complete independently. These activities are designed to be fun and engaging while helping students to improve their writing, vocabulary, critical thinking, and other English language arts standard skills.

Checkpoints are included throughout the guide to help support students and instructors, ensuring that students understand the material and are building appropriate skills. Checkpoints can be used to adapt a lesson or activity for varied strengths and abilities of students and are intended to offer additional benchmarks for student improvement.

Twice during the program, near the mid-point and at the end of the novel, students will have the opportunity to complete a short assessment to demonstrate their comprehension of the novel’s plot and characters. Also, included in the Appendix is an end-of-program evaluation that may be used to collect students’ feedback on this reading program.

This reading program culminates with students writing a final essay about the novel. Encourage students to use their previous journal entries and completed extension activities to think through their essays and find necessary information to support their opinion. There are sample graphic organizers in the Appendix that may be helpful for your students in the writing process.

Ask students to identify their favorite journal entries and/or completed activities and worksheets. Students should choose items that best demonstrate their understanding of the book and show their best work as readers and writers. Portfolios can be used as part of the final evaluation and to assess student improvement. This is a great way for students to show that they have risen to the challenge of writing complete paragraphs, demonstrated organization in their writing, and have a solid understanding of the story and its characters.
About the Book

Ghost

Story Summary

Ghost tells the story of Castle Crenshaw, a naturally gifted runner whose life is changed when he is recruited for his city’s elite middle-school track team. Running isn’t new to Castle, as he has been running his whole life — first from a father aiming a gun at him in a rage, and since from a series of problems, mistakes, and bad choices. Joining the team is a chance for Castle to use his talents in a new way, to build community with peers struggling with their own challenges, and to benefit from the mentorship and guidance of Coach Brody — a former Olympian now passionate about fostering opportunities for a new generation of athletes. Ultimately, track helps Castle focus and teaches him valuable lessons about friendship, confidence, honesty, and trust.

Ghost’s father is in prison because he shot at his son and wife. This moment takes a hold on Castle’s psyche; he is unable to sleep in his bedroom because of his traumatic memories. The trauma causes him anxiety and pain, and it makes him feel different from other kids. You may have students in your class who have experienced various forms of abuse, or hold their own trauma around their experiences at home. If they want to share their story, listen with compassion. Be aware of the laws around mandatory reporting and know your responsibilities for reporting suspected child abuse.

Castle’s father is currently serving his sentence in prison. His mother is a single mother, who takes online classes and works at the hospital. As a result, Castle spends a lot of time alone and unsupervised. Castle is painfully aware of his father’s absence. He thinks of his father when he eats sunflower seeds. When he apologizes for stealing shoes, he wishes he could get an apology or some of the other emotional support he needs from his father. You may have students who have similar experiences with absent parents. This novel presents them with an opportunity to connect with Castle and think through their own relationships with their parents.

Coach Brody takes all the newbies out to dinner at a Chinese restaurant, and asks them to share one thing about themselves that not a lot of people know. Although Castle is used to keeping his father’s role in his a life a secret from everyone, he feels a great sense of relief when he shares with the group. Throughout the book, Castle also challenges Coach’s trust in him when he makes mistakes; despite these missteps, Coach continues to trust and believe in Castle. This continued trust is in part because of Castle’s obvious remorse for his mistakes. This book gives students the opportunity to see a character with a good heart make big, yet understandable, mistakes. Talk to students about the weight secrets can have on a person’s heart and mind as well as the ways we should behave to keep the trust of those we love.

About the Author

Jason Reynolds did not always like to read and write. His aunt would give him books each Christmas for years, and for many years Reynolds threw the books on a shelf untouched. When he discovered poetry in sixth grade, he began to realize that books could be awesome. He studied English at the University of Maryland and then moved to Brooklyn to live out his writing dreams. He says on his website he “moved to Brooklyn because somebody told me they were giving away dream-come-true vouchers.” Reynolds worked hard, and his first solo novel, When I Was the Greatest, was published in 2014. His goal is to write books that are not boring with kids like him, who may not like reading, in mind.

Social and Emotional Themes

Because Ghost covers several potentially sensitive topics for students, we want to prepare you with some information about, and ways to address, these topics.

Domestic Abuse

Absent Parent

Secrets and Trust

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About the Book: Ghost

Poverty  Castle lives in an area of his city called Glass Manor — an area filed with poverty. Most nights, Castle eats food his mother brings home from her cafeteria job. They do not own a car, and so walk or take the bus to get around. Castle laments that he wears no-name shoes and his clothes never fit properly. He cannot afford to buy running shoes or work out clothes for track practice. His life is different. In this way, from some of his teammates, Castle’s mother challenges many stereotypes about black single mothers living in poverty. She is working hard to better her life and does her best for her son. Some of your students may live in poverty or know someone who lives in poverty. This novel may allow some students to see themselves and other students to empathize.

Session 3

pages 29-51

Today’s Theme

The theme of today’s session is bullying. Brandon Simmons is Castle’s main bully, but Castle also notes that he is teased by a variety of people because of his name and his socioeconomic status. Brandon’s teasing reaches a point where Castle can no longer take it, and Castle fights Brandon. You can use this scene as an opportunity to engage in a serious discussion with your students about bullying. What can we learn from this situation? How could it have been prevented? What could Brandon and Castle both have done differently? Students may feel that telling a teacher is not always the most effective way to deal with a bully. In response to that, work with students to brainstorm nonviolent ways to respond to bullying. You can especially encourage students to show up as each other’s allies.

Vocabulary

exemplary (pg. 30): adj., excellent

disbelief (pg. 36): n., surprise, having a hard time believing

antsy (pg. 43): adj., full of anxious energy

Session 2 Recap

In the previous session, Castle gets his sunflower seeds and goes to watch a track practice. He observes Lu, Sunny, and Patina run. Lu’s arrogance presents like a challenge to Castle, and he decides to run against Lu. They tie. Coach Brody is astounded by how fast Castle runs and asks him, and later his mother, if he can join the track team. Castle’s mother agrees as long as Castle behaves and keeps his grades up.
**Discussion Questions**

- Why does Castle refuse to sleep in his room? How does he feel about this space?
- What goal does Castle have before his altercation?
- How does Castle react to Brandon bullying him?
- Is there anything people in your school can do better to respond to bullying?
- Why do you think Castle calls on Coach to pick him up when he is suspended?
- Why is the "I’m so disappointed in you" look worse than the "I’m mad" look?
- What advice does Coach give Castle about life? What do you think this means?

**Journal Prompt**

- Brandon bullies Castle on a regular basis, but on this day, Castle decides to literally fight back.
  Do you think Castle was right to fight Brandon? Why or why not?
  - Why do you think this was the moment when Castle had finally had enough of Brandon’s bullying?
  - What are some other options Castle had for handling the situation?
  - What do you think is your responsibility in preventing or responding to bullying at your school?

- When Castle says he is scared of himself, Coach responds, “Trouble is, you can’t run away from yourself... ain’t nobody that fast.”
  Why do you think Castle feels afraid of himself?
  - Where does his fear come from?
  - What parts of yourself scare you?
  - How can you use your fear to grow?

**Checkpoint**

- Students should start each journal entry by introducing the topic of their writing.
  - Construct a clear topic sentence.
  - For example, “Today, I am going to write about ____________.”

**Extension Activity**

Today, students read about a moment when Castle just snaps, and lashes out physically at Brandon in response to his bullying. This activity asks students to put themselves in the shoes of Castle’s close friend. What advice would they have for Castle after this very bad day?

Materials:

- Text Talk Handout
Session 7
pages 122-135

Today’s Theme
The theme of today’s session is vulnerability. At the restaurant, Coach instructs the newbies that they must share a secret that most people do not know with each other in order to earn their meal. Although these teammates might seem very different from one another on the surface, when they open up and share their vulnerabilities, they make surprising connections, finding that they can really understand and relate to one another. Encourage your students to think about the reality that everyone has secrets and vulnerabilities that lie under the surface, and that these truths might help them make deeper connections and form more diverse friendships. How do they make space for others to share their vulnerabilities? How do they choose to share their own secrets?

Vocabulary
prearranged (pg. 122): adj., put together ahead of time
bawked (pg. 123): v., exclaimed
doled (pg. 130): handed out, passed out

Session 6 Recap
In the previous session, Castle attends track practice after stealing the shoes from Everything Sports. He runs his first long run with the team, with Coach riding in the Motivation Mobile behind him. He feels accomplished even though he finishes last. But he lies to Coach about where he got the shoes. Then, Castle stops by Mr. Charles’ store. Mr. Charles checks in on Castle to make sure he is okay. Castle wanders around his neighborhood, stopping to watch a bit of a basketball game, and reflects on his life before it is time to go to the Chinese restaurant with the other newbies.
During Reading

Peking duck (pg. 124): a recipe from Beijing in which the duck has thin, crisp skin and is covered in bean sauce

trap (pg. 128): slang for “mouth”

Discussion Questions

● How does Castle feel when he arrives at the Chinese restaurant? Why?
● What does Coach have the newbies do before they can eat their food?
● Why doesn’t Coach say anything while the newbies are sharing?
● What is each character’s secret?
● How does Castle feel after he shares his secret? Why?
● How did Castle’s relationships with his teammates change after sharing their secrets?
● How do you know when it is safe to share a secret?

Session 7: pages 122-135

SECRETS

● All the characters, including Coach, share a secret at the dinner at the Chinese food restaurant.
What do you think about Coach’s secret sharing exercise?
  » Why do you think the players felt comfortable to share their vulnerabilities?
  » How did the secret-sharing change the relationships on the team?
  » Who do you trust with your secrets? Why?

SEN SITIVITY

● Coach gently accuses Lu and Castle of asking inappropriate questions. He does this to protect the group from divisions and in doing so, encourages the boys to be more sensitive to their teammates when they are being asked to be vulnerable.
Some people believe sensitivity is a sign of weakness. Do you agree? Why or why not?
  » How do you think Coach wanted Castle and Lu to react to his feedback?
  » Why might it be important to show sensitivity?
  » Write about a time when you showed sensitivity. How did it feel?

Journal Prompt

Checkpoint

● Students should end journal entries with a concluding sentence that follows from the main idea or opinion presented.
  » Student writing should focus on a central idea, and this idea should be clearly referenced not only in a topic sentence, but also in the conclusion of the writing passage.
  » For example, “In conclusion, I think that...”

Extension Activity

One of the effects of Coach’s trust exercises over dinner is that Castle’s assumptions about his teammates are challenged. It is harder to maintain preconceived notions about a person once you get to know them. In this activity, students will use the “Appearances and Assumptions” worksheet to compare potential assumptions about the characters and themselves alongside what they learn to be true.

Materials:
- Appearances and Assumptions Handout
### Appearances and Assumptions

<table>
<thead>
<tr>
<th>Character</th>
<th>What assumptions might people make about this character?</th>
<th>What do you know about this character that challenges those assumptions?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Castle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sunny</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lu</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Patty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mr. Charles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Castle’s Mom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td></td>
<td></td>
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</tbody>
</table>

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For more information, go to pearsonschool.com/ReadingwithRelevance