

Ghosts for Breakfast

written by Stanley Todd Terasaki
illustrated by Shelly Shinjo

About the Book

Genre: Historical Fiction

Format: Paperback, 32 pages

ISBN: 9781584300465

Reading Level: Grade 2

Interest Level: Grades K-3

Guided Reading Level: N

Accelerated Reader® Level/Points:
2.4/0.5

Lexile™ Measure: N/A

*Reading level based on the ATOS Readability Formula

Themes: Five Senses / Body Parts, Overcoming Obstacles, Neighbors, Imagination, History, Food, Fathers, Farming, Families, Asian/Asian American Interest

Resources on the web:

leeandlow.com/books/ghosts-for-breakfast

SYNOPSIS

The pounding on the door brings three unexpected guests to our young narrator's home – Mr. Omi, Mr. Omaye, and Mr. Ono. The Troublesome Triplets, as they are called because they always seem to have some sort of complaint, have just seen ghosts – dozens of them – in Farmer Tanaka's field! The ghosts were long and thin and white, very white, and they were dancing in the moonlight.

Papa thinks the situation is great fun, but his son isn't so sure. After all, there are ghosts out there. So Papa decides to get to the bottom of the Triplets' story. He sets off to hunt the ghosts, and he takes his son with him.

Set in California in the 1920s, this delightful father-son story speaks to all young children who yearn to overcome their fears. Readers also come to realize the hazards of jumping to conclusions, for things aren't always what they seem.

In 2000, Lee & Low established its annual New Voices Award to encourage writers of color to enter the field of children's literature. *Ghosts for Breakfast* was one of the honorees that year.

All guided reading level placements may vary and are subject to revision. Teachers may adjust the assigned levels in accordance with their own evaluations.

BACKGROUND

Author's Note from Stanley Todd Terasaki

"In the late 19th century, Japanese immigrants began arriving on the west coast of the United States. Many became farm laborers and later began farming on their own, and several cohesive farming communities developed. In the San Joaquin Valley, in central California, dozens of Japanese farmers established a Yamato Colony, or "New Japan." In southern California, Japanese truck farms flourished, producing vegetables for market. In the 1920s, my father grew up on such farms in Orange County and the San Fernando Valley. Long Beach, south of Los Angeles, also had a thriving Japanese farming community. As a teenager my mother worked at a produce stand where farmers from Long Beach sold their goods."

A Note About Ghosts

For students who are unfamiliar with ghosts, let them know that a ghost is said to be a dead person's spirit, which shows itself to living people. If students are fearful of ghosts, let them know that they never have been proven to be real! (<https://kids.britannica.com/kids/article/ghost/574605>)

Ghosts are found in folktales and literature from around the world. In English, one of the most famous ghost stories is Charles Dickens's *A Christmas Carol*. Ghosts also have been a popular subject of television shows (such as *Casper the Friendly Ghost* and *Scooby-Doo*) and movies (such as *Ghostbusters* and *The Sixth Sense*) (<https://kids.britannica.com/kids/article/ghost/574605>).

Daikon

A Daikon is a large long hard white radish used especially in Asian cuisine. A daikon radish looks like a long, white carrot and is consumed raw, cooked, or pickled and is popular in Japanese, Chinese, and other Asian cultures. (<https://www.thespruceeats.com/chinese-white-radish-daikon-694717>).

In Japan, pickles are a staple for Japanese meals. There are many different vegetables that one can pickle, which is the process of preserving edible products in an acid solution, usually vinegar, or in salt solution (<https://www.sciencedirect.com/topics/food-science/pickling>).

In *Ghosts for Breakfast*, the triplets end up gifting the family a bowl of pickled Daikon as thanks for "confronting" the ghosts. Check out more information and a recipe on how to make pickled Daikon! (<https://www.justonecookbook.com/pickled-daikon/>)

Japanese Immigration to the U.S. in the 19th Century

In the Author's Note, late in the 19th century, Japanese immigrants began arriving on the west coast of the United States, with many of them becoming laborers and farmers. In Southern California, Japanese truck farms flourished and produced vegetables for the community. However, the U.S. wasn't welcoming to the Japanese community, in 1913, the California Alien Land Law barred issei (first generation Japanese) from owning land in California and then in 1924, the U.S. passed the Immigration Act of 1924 which significantly limited immigration from Japan. This imposed

limitations and hardships on the Japanese community in the U.S. Despite this, the Japanese immigrant community employed their own system of organizing their produce and flower industries vertically in a system of Japanese-owned operation, from raising plants to retail sales. Cooperatives were organized to improve the growing, packing and market of crops. (<https://www.heartmountain.org/history/coming-to-america/>)

Here are other resources to learn more about the history of Japanese immigration and relocation to the United States during the 19th century (<https://www.loc.gov/classroom-materials/immigration/japanese/the-us-mainland-growth-and-resistance/>).

BEFORE READING

Prereading Focus Questions

(Reading Standards, Craft & Structure, Strand 5 and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

Before introducing this book to students, you may wish to develop background knowledge and promote anticipation by posing questions such as the following:

- What do you know about ghosts? What are they? What movie or book have you seen ghosts in?
- Think about the people in your life. Do you know anyone who is triplet? How do they act when they are all together?
- Ask students to share a childhood memory. What is an important memory where you were scared to do something, but you did it anyways? How did it feel to overcome that fear?
- Ask students to think about the different people in their family. What are they like? Do they have a sense of humor? Do they worry a lot? Are they curious?
- What types of foods do you like to eat? Are there specific foods that you like to eat for breakfast? Do you like to eat vegetables for breakfast? What types of vegetables do you like?

Exploring the Book

(Reading Standards, Key Ideas & Details, Strand 1; Craft & Structure, Strand 5; and Integration of Knowledge & Ideas, Strand 7)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

- Read Stanley Todd Terasaki's Biography: Read about the author inside the book after the title page. What do you think inspired him to write *Ghosts for Breakfast*? What does his process look like for writing and illustrating a book?
- Encourage students to stop and jot down notes in their reading notebooks during the read-aloud when they: learn new information, see a powerful image, have an emotional reaction or an idea, have a question, or hear new words.
- Have students quickly write their feelings in their notebooks during reading. After reading, ask students why they wrote down those feelings and have them write journal entries about

them.

- Ask students to make a prediction: Do you think this book will be fiction or nonfiction? What makes you think so? What clues are given that help you know whether this book will be fiction or nonfiction?

Setting a Purpose for Reading

(Reading Standards, Key Ideas & Details, Strands 1–3)

Have students read to find out:

- where the story takes place
- what the Troublesome triplets are worried about
- what elements of Japanese culture are represented in the story
- what family means
- how family and childhood influence your life
- how to overcome your fears
- why it is important to overcome obstacles that you face in life
- how to deal with difficult situations

Encourage students to consider why the author and illustrator, Stanley Todd Terasaki and Shelly Shinjo, would want to share with young people this book about a young boy and his father taking on the adventure of confronting the ghosts in town.

VOCABULARY

(Reading Standards, Craft & Structure, Strand 4)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1 and 2)

The story contains several content-specific and academic words and phrases that may be unfamiliar to students. Based on students' prior knowledge, review some or all of the vocabulary below.

Encourage a variety of strategies to support students' vocabulary acquisition: look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, create a specific action for each word, list synonyms and antonyms, and write a meaningful sentence that demonstrates the definition of the word.

Content Specific

triplets, ghosts, field, daikon, pickled, pickle, countryside, country, radishes

Academic

pounding, shattered, puzzled, peered, huddled, trembling, blurted, state, echoed, shuffle, chirping, whistling, triumphantly, wringing

AFTER READING

Discussion Questions

After students have read the book, use these or similar questions to generate discussion, enhance comprehension, and develop appreciation for the content. Encourage students to refer to passages and/or illustrations in the book to support their responses. **To build skills in close reading of a text, students should cite textual evidence with their answers.**

Literal Comprehension

(Reading Standards, Key Ideas & Details, Strands 1–3)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. How does the story begin?
2. Who is pounding on the door?
3. What are the names of the triplets?
4. What do the triplets look like?
5. What did the triplets see?
6. Where did the triplets see the ghosts?
7. How many ghosts did the triplets see?
8. What do the ghosts look like?
9. What were the ghosts doing?
10. How does papa react to the triplets after they tell him that they see ghosts?
11. Who goes with papa to see the ghosts?
12. When and where are they going to hunt for the ghosts?
13. What is the weather like while they hunt for the ghosts?
14. What do they hear as they get closer to the ghosts?
15. What do they see as they get closer to the ghosts?
16. What does the son do when he sees the ghosts?
17. What do papa and his son discover?
18. What do papa and his son bring back from their ghost hunt?
19. What do the triplets bring the family as a thank you for helping them?
20. What does the family have for breakfast?

Extension/Higher Level Thinking

(Reading Standards, Key Ideas & Details, Strands 2 and 3 and Craft & Structure, Strands 4 and 6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strand 4)

1. What does the title *Ghosts for Breakfast* mean to you after reading? Why do you think the author chose this particular title?
2. How does *Ghosts for Breakfast* teach us about the importance of family relationships?
3. What are the ways that Papa and his son demonstrate that they have a loving and caring relationship? How do they act with one another? What are some of the qualities of a positive relationship?
4. What does *Ghosts for Breakfast* teach us about responding in difficult situations?
5. Why do you think Papa responded the way he did when the triplets told him about the ghosts? How do you respond in difficult or scary situations? What types of emotions do you feel? What actions do you take in a difficult situation? Do you respond like the troublesome triplets or more like Papa with humor?
6. How did the son change from the beginning of the story to end? How did he feel at first? How did he feel at the end? Would you feel the same way?
7. How does the author show us that community is important in *Ghosts for Breakfast*? In what ways does the author demonstrate that throughout the story?
8. What lesson do you think Papa teaches his son at the end of the story?
9. How is food, farming and community an important part of the story? What does the author share that with us in the author's note?
10. What are the people in your community like? Are you involved in your community? Do you share similarities with those in your community? Differences? What do you bond over? Food? Music? Hobbies?
11. How did this story connect to your life? What moments did you identify with? Why?

Reader's Response

(Writing Standards, Text Types & Purposes, Strands 1–3 and Production & Distribution of Writing, Strands 4–6)

Use the following questions and writing activities to help students practice active reading and personalize their responses to the book. Suggest that students respond in reader's response journals, essays, or oral discussion. You may also want to set aside time for students to share and discuss their written work.

1. What is one big thought that you have after reading this book? What is your takeaway from this book? What would you tell a friend about this book?
2. What do you think Stanley Todd Terasaki's message is to the reader? Think about possible motivations behind Stanley Todd Terasaki's intentions to write this book about Papa and his son and their hunt for the ghosts. Why do you think he used food to end the story?
3. Have students make a text-to-self connection. What kind of connections did you make between the story and your own life? What did you relate to and how did the book make you

think of your own childhood or growing up experiences?

4. Have students make a text-to-text connection. Did you think of any other books while reading *Ghosts for Breakfast*? Why did you make those connections?
5. Have students make a text-to-world connection. What kind of connections did you make between the text and art in the book and what you have seen happening in the world, such as on television, in a newspaper, or online? What in this book made you think of that?

ELL Teaching Activities

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1–3 and Presentation of Knowledge & Ideas, Strands 4–6)

(Language Standards, Vocabulary Acquisition & Use, Strands 4–6)

These strategies might be helpful to use with students who are English Language Learners.

1. Assign ELL students to partner-read the story with strong English readers/speakers. Students can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each student write three questions about the story. Then let students pair up and discuss the answers to the questions.
3. Depending on students' level of English proficiency, after the first reading:
 - Review the illustrations in order and have students summarize what is happening on each page, first orally, then in writing.
 - Have students work in pairs to tell what they learned about one of the poems. Then ask students to write a short summary, synopsis, or opinion about what they have read.
4. Have students give a short talk about which spread they identified with the most from *Ghosts for Breakfast* and why.
5. The book contains several content-specific and academic words that may be unfamiliar to students, and several words are printed in bold. Based on students' prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have students make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word or phrase in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

Social and Emotional Learning

(Reading Standards, Key Ideas & Details, Strands 1-3 and Craft & Structure, Strands 4-6)

(Speaking & Listening Standards, Comprehension & Collaboration, Strands 1-3 and Presentation of Knowledge & Ideas, Strand 4)

(Writing Standards, Text Types & Purposes, Strands 1-2 and Production & Distribution of Writing, Strands 4-6)

(Language Standards, Vocabulary Acquisition & Use, Strands 6)

Social and emotional learning involves being aware of and regulating emotions for healthy development. In addition to understanding one's own feelings, strong socio-emotional development allows individuals to develop empathy for others and to establish and maintain relationships.

Use the following prompts to help students study the socio-emotional aspects of this book.

1. How does *Ghosts for Breakfast* show positive family relationships? What are the qualities of a positive family relationship? How does the son interact with Papa? Students can brainstorm ideas on chart paper that can be presented and accessible for the whole class. Alternatively, students can create a word cloud and see what qualities come up from the most and are the largest (<https://www.wordclouds.com/>).
2. Which illustration in *Ghosts for Breakfast* best shows an emotion? Explain which emotion you think it is. How does it portray that emotion?
3. Choose an emotion that interests you: happiness, fear, hope, and so on. Illustrate or act out what that emotion looks like in *Ghosts for Breakfast*.
4. Papa responds to a difficult and scary moment in *Ghosts for Breakfast* with humor. How do you respond to a difficult situation or a moment that may seem scary? How do you overcome your fear? What do you do when you're faced with a situation like that again?
5. What Social and Emotional Learning skills does the son exhibit over the course of the book (i.e. perseverance)? Was it important for him to demonstrate those skills?

INTERDISCIPLINARY ACTIVITIES

(Introduction to the Standards, page 7: Students who are college and career ready must be able to build strong content knowledge, value evidence, and use technology and digital media strategically and capably)

Use some of the following activities to help students integrate their reading experiences with other curriculum areas. These can also be used for extension activities, for advanced readers, and for building a home-school connection.

English/Language Arts

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **Have students come up with a list of questions to ask author Stanley Todd Terasaki.** What do students want to know about the process behind writing a children's book? How did Stanley Todd Terasaki come up with the idea to write *Ghosts for Breakfast*? What research did he do? Was he inspired by events from her own life? This was Stanley's first time as a debut author. What do you think it's like to write a children's book for the first time?
- **In *Ghosts for Breakfast*, there is a funny reveal at the end of the story that leaves readers surprised.** Have students think about other books that use this type of writing technique. What was it like to read a story with a surprise at the end? Did they think they were actually ghosts while they were reading the book? After students discuss their thoughts, have them try writing a short story of their own with a surprise reveal at the end. Think about the different writing techniques that Stanley Todd Terasaki uses in *Ghosts for Breakfast*, and have students try it out on their own.
- **Create a story map during reading that will help students follow the different elements in *Ghosts for Breakfast*.** Discuss the main components of the story (characters, setting, problem/solution, theme). You can do this together as a class on chart paper or you can provide students with individual copies of a blank story map organizer. You can find and read more about using story maps graphic organizers here (https://www.readingrockets.org/strategies/story_maps).
- **Have students analyze the repetition throughout the story.** How does author Stanley Todd Terasaki use repetition in his writing? Where is repetition used during *Ghosts for Breakfast*? How is it used? Think about dialogue, sound effects, and descriptive parts of the narrative. Students can track their findings with sticky notes, and then share their findings with a partner or small group. Have them reflect on the following guided questions: How does the repetition contribute to the theme of the story? What about the author's voice?
- **Read *Ghosts for Breakfast* with *Zombies Don't Eat Veggies!*** ([leeandlow.com/books/zombies-don-t-eat-veggies](https://www.leeandlow.com/books/zombies-don-t-eat-veggies)). Have students compare the two titles by thinking about the following questions: How is food a critical part of the story? How is food used throughout the books? How are different fantastical elements used in both texts? How are the main characters similar? How are they different? How are the families important in both titles? How does

humor play a role in the story? Students can write their findings in an analytical essay.

- **The five senses are used frequently throughout *Ghosts for Breakfast*.** Have students write a poem or sentence using each of their senses (sight, touch, hearing, smell, and taste). If possible, provide students with props that pertain to each of the senses in your classroom (for example, provide a leaf for sight and a feather for touch; play classical music for hearing; spray a scent in the classroom for smell; offer orange segments for taste). Students can write a small moment writing piece for each object using that specific sense.
- **Use *Ghosts for Breakfast* to teach descriptive writing.** Reading Rockets has additional information and ideas on how to teach students descriptive writing and how to make writing engaging and interesting (https://www.readingrockets.org/strategies/descriptive_writing). Students can model what they learn in their own writing.
- **In a descriptive essay or other written formats encourage students to write about a childhood memory where they had to overcome a fear or an obstacle.** Using inspiration from *Ghosts for Breakfast*, have students think about what they want to communicate about themselves, their families, communities and/or their childhood experiences. What do they want to share and why did they pick that particular thing to write about? Students can share their work with a partner, a small group, or the whole class. Consider creating a class book with illustrations and have the book available to students in the classroom library.
- **Create a Venn diagram contrasting the characters in the text.** For example, personality, physical traits, language, food, interests. What do you notice about the characters? What about you? Pause and reflect on similarities. Create a second Venn diagram for the setting in the text: for example, neighborhood, community, home, climate, era (time period). What do you see in the book? What do you see in your own world? Pause and reflect on similarities. You can find a sample lesson for these Venn diagrams here (https://www.teachingbooks.net/clp.cgi?master_id=35621&lf_id=10)
- **If time allows, have students create their own "scary" story.** Students can use a story map to plan their writing based off *Ghosts from Breakfast* or students can develop their own story. This activity will allow students to copy, edit, delete parts of the story and change it to their own thoughts and imagination. Students can create this story map on a graphic organizer. Allow students the opportunity to share whole group or with partners. You can find and read more about using story maps graphic organizers here (https://www.readingrockets.org/strategies/story_maps)

Social Studies/Geography

(Reading Standards, Key Ideas and Details, Strands 1–3, Craft and Structure, Strands 4–6, Integration of Knowledge & Ideas, Strands 7–9, Range of Reading of Text Complexity, Strand 10)

(Writing Standards, Text Types & Purposes, Strands 1–3, Production & Distribution of Writing, Strands 4 and 6, and Research to Build & Present Knowledge, Strands 7–9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1–3, Presentation of Knowledge and Ideas, Strands 4–6)

- **In *Ghosts for Breakfast*, the ghosts at the end of the story end up being Daikon radishes which are a vegetable that is traditionally consumed in Asian cuisine.** The Troublesome Triplets gift Papa and his family pickled Daikons which they eat for breakfast. Have students research what kinds of foods are common to eat for breakfast in Asian cuisine, particularly in Japanese cuisine. Spruce Eats has an article that contains additional information about typical Japanese breakfasts and what kinds of foods are used and prepared (<https://www.thespruceeats.com/traditional-japanese-breakfast-2030063>). Have students discuss what they learned or connected with from reading about a traditional Japanese breakfast. Do they eat these different foods or ingredients in their own lives? What do they like to eat for breakfast?
- ***Ghosts for Breakfast* takes place in California during the 1920s.** Have your students research about Japanese immigration to the United States during late 19th century. Have them think of the following questions as they conduct their research:
 - Where in the U.S were Japanese immigrants arriving?
 - What was their main occupation?
 - Why was Yamato Colony in California coined the “New Japan”?

Here are some great resources for students to begin their research:

- <https://www.loc.gov/classroom-materials/immigration/japanese/>
- <https://www.heartmountain.org/history/coming-to-america/>
- https://www.nps.gov/parkhistory/online_books/5views/5views4b.htm

Students can share their findings in a visual presentation or research poster to display what they learned.

- **Conduct a research study on Yamato County in California.** What is unique about Yamato County? Who established the county? When was Yamato County purchased? Find Yamato County on a Map. Where is the county located in comparison to you? How much was land sold for? (https://www.nps.gov/parkhistory/online_books/5views/5views4h103.htm) (https://dbpedia.org/page/Yamato_Colony,_California)
- **Locate San Joaquin Valley, in central California on a map and Japan.** Show the distance between both and trace the route that the Japanese took when they immigrated to the United States. How is this area in California different from where you live? How is it similar? Take a virtual tour around the San Joaquin Valley. What colors do you notice on the map? Use Google Earth and search for San Joaquin Valley (<https://earth.google.com>)

- **Create a timeline of Japanese immigration to the United States in the 19th century, and include the following historical events** (https://geriatrics.stanford.edu/ethnomed/japanese/introduction/historical_dates.html):
 - Arrival of Japanese immigrants on the Hawaiian Islands (1860s)
 - Japanese immigrants arrive in California (1869)
 - Chinese Exclusion Act 1882 (increased demand for Japanese immigrants to West Coast)
 - 1913 – California, “aliens ineligible for citizenship” prohibited from land ownership; only “free white persons” eligible for citizenship; 3 year limit on land leases;
 - Alien land laws of 1913 and 1920
 - Asian Exclusion Act 1924
 - U.S breaks off relations with Japan after invasion of Nationalist China (1937)
 - Attack of Pearl Harbor (Dec 7, 1941)
 - Executive order of 9066 (10 weeks after Pearl Harbor, 1942)
 - You can continue through the different historical events that the Japanese faced during WWII if time permits. However, this timeline allows students to place historical context into the setting for *Ghosts for Breakfast*.

Science/STEM

(Next Generation Science Standards 2-PS1-1: Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties; 2-PS1-3: Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object). (Mathematics Standards, Grade 5, Number & Operations in Base Ten, Strands 5 and 7 and Operations & Algebraic Thinking, Strands 1 and 2) (Reading Standards, Integration of Knowledge & Ideas, Strand 7) (Speaking & Listening Standards, Comprehension & Collaboration, Strands 2 and 3) (Writing Standards, Research to Build & Present Knowledge, Strand 9)

- **Conduct a research study on Daikon radishes.** Where can you find daikon radishes? What area or region are they grown in? What season do they grow in? How big can daikon radishes grow? (<https://nesfp.org/world-peas-food-hub/world-peas-csa/produce-recipes/daikon-radish>). Students can capture their notes on in their science journal.
- **Have students research the possible ways to eat or prepare a Daikon radish.** Have them select one or two ways in which they would like to try the Daikon radish. If possible, encourage students to make one of the follow recipes at home with their care giver (<https://www.nhpr.org/nhpr-blogs/2013-07-18/what-to-do-with-daikon-radishes>).
- **If time allows, select a Daikon recipe that you would like to do as a class** (<https://www.nhpr.org/nhpr-blogs/2013-07-18/what-to-do-with-daikon-radishes>). To prepare for the recipe, as class, make a list of ingredients needed, research where you can find these ingredients and determine the cost of each ingredient to determine the total cost of making the Daikon recipe.
- **In the Author's Note, Stanley Todd Terasaki shared that he grew up in cohesive farming communities and during a time period where Japanese truck farms were flourishing.** Few of these farms had electricity or running water and much of the farm work

had to be done by hand. Have students research what farming was like back in the 1920s and compare it to what farming is like now. Students can watch the video from growing minds (<https://growing-minds.org/tag/farm-life/>) where will follow Lyra, an eight-year old farmer for a tour of her family's farm. Students can take note of what farm life is like for her. Then have students read the "Family Farms" section on this website (<https://www.historylink.org/file/298>). Students can create a t-chart comparing farming now to farming in 1920.

Art/Media

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Have students conduct an illustrator study on Shelly Shinjo.** What kind of style does she use in her artwork? What do you think her process is for creating the illustrations for a children's book? What do you notice about her artwork? How does the illustration in *Ghosts for Breakfast* make you feel?
- **Encourage each student create an illustration that represents a moment or experience where they have had to overcome a fear or difficult situation.** Afterward, students may share their artwork with a partner, a small group, or the whole class. What did students learn about themselves during this process? Why did they choose a particular artistic style and items to include in their artwork? What do their images mean to them?
- **Encourage students to select an illustration that resonated with them the most from *Ghosts for Breakfast*.** Have students write a reflection about the illustration. What stood out to them? How did it make them feel? What did it make them think about?
- **Encourage students to use their imagination and create their own real "ghosts" using their favorite or least favorite vegetable like we see in *Ghosts for Breakfast*.** Students can share their artwork with the class or with a partner.

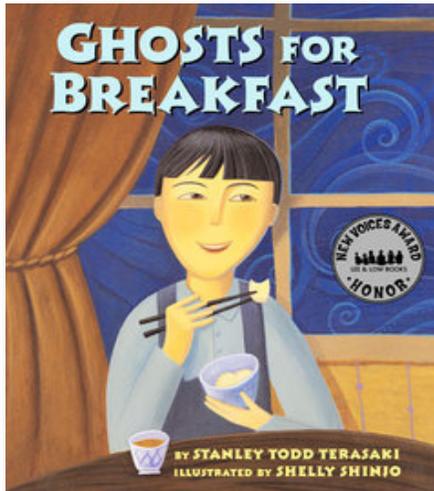
School-Home Connection

(Reading Standards, Integration of Knowledge and Ideas, Strands 7 and 9)

(Writing Standards, Text Types & Purposes, Strands 1-3, Production & Distribution of Writing, Strand 4, and Research to Build & Present Knowledge, Strands 7-9, Range of Writing, Strand 10)

(Speaking and Listening Standards, Comprehension and Collaboration, Strands 1-3, Presentation of Knowledge and Ideas, Strands 4-6)

- **Encourage students to interview family members about a time in their childhood where they had to overcome a fear or face a difficult situation.** How did that event influence the family member? How did it affect the person's life moving forward? Consider having children, if comfortable, share their findings with a partner, a small group, or whole class.
- **Have students and their family members think about how they use the gift of food within their family and community during moments the gift of food is used.** Students can reflect with their families how community and food are such an important part of their lives.



Ordering Information

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ABOUT THE AUTHOR

Stanley Todd Terasaki makes his picture book debut with *Ghosts for Breakfast*, which is based on a similar incident encountered by his mother's great-great-grandfather. Terasaki has a master's degree in counseling and is currently a middle school Assistant Principal in the Los Angeles Unified School District. He has also written two plays that have been performed locally. Terasaki lives in Torrance, California, with his wife and their three children.

ABOUT THE ILLUSTRATOR

Shelly Shinjo is a full-time artist and illustrator. She has a bachelor of fine arts degree in illustration from the Art Center College of Design in Pasadena, California, and has worked in animation, for children's magazines, and for educational publishers. Shinjo and her husband live in Sedona, California. *Ghosts for Breakfast* is her first picture book. To find out more about Shelly Shinjo, visit her Web site: www.shellyshinjo.com.

REVIEWS

"A perfect blend of humor and suspense, with the added appeal of a Japanese-American setting." –*Kirkus Reviews*

"With flattened perspectives and almost architectural characterizations, the artwork conveys the lovingly worn texture of a generations-old family story, and the comfort that parents offer fearful children of any time and place." –*Publishers Weekly*

"A pleasing story about facing danger set in a 1920s Japanese-American farming community in Central California. Acrylic artwork effectively conveys the humorous adventure." –*Sunday Times, SF*

ABOUT LEE & LOW BOOKS

LEE & LOW BOOKS is the largest children's book publisher specializing in diversity and multiculturalism. Our motto, "about everyone, for everyone," is as urgent today as it was when we started in 1991. It is the company's goal to meet the need for stories that children of color can identify with and that all children can enjoy. The right book can foster empathy, dispel stereotypes, prompt discussion about race and ethnicity, and inspire children to imagine not only a world that includes them, but also a world where they are the heroes of their own stories. Discover more at leeandlow.com.