



HALLOWEEN SPOOKTACULAR TEACHER GUIDES

Dear Assembly Coordinator and Teachers,

The following pages contain teacher guides to be used in conjunction with Prismatic Magic's Halloween Spooktacular assembly and the Halloween Spooktacular Student Worksheet Masters located on Prismatic Magic's Web site.

The teacher guides provide additional information about the laser show. They give ideas and suggestions for ways to tie the assembly into the curriculum for specific grade level ranges but you may use ideas from any age group you would like. All ideas are suggestions and may be used as deemed appropriate by individual teachers.

Sincerely,

Your Friends at Prismatic Magic



TEACHER GUIDE
GRADES K - 2

HALLOWEEN LASER SPOOKTACULAR

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Halloween History Review

A short Halloween history may or may not have been included in your Halloween Spooktacular laser assembly. If it was, then this is a review of that material. If it wasn't, then you can use this information and share it with your students, if you would like. It contains information about the origins of Halloween and some of the customs that go along with the holiday. It also has information for one of the Halloween worksheets.

HALLOWEEN HISTORY

Two thousand years ago, in the lands now called Ireland and Great Britain, an ancient people called the Celts lived in harmony with the land. You may have heard of the Celts before. Their ancestors built Stonehenge, the mysterious monument of giant stones that still stands in England today.

THE DATE

The Celts were a very superstitious people. They believed that on the last day of their calendar, October 31, the spirit-realm and the ordinary world mixed for one night, allowing spirits and magical creatures to cross into their world just after sunset. The Celts called this day Samhain (pronounced "Sowen"), and feared the nightfall because according to their folklore, the mischievous spirits, while not evil, did enjoy annoying the living by playing tricks on them.

COSTUMES

Celtic elders, called Druids, taught that while trouble-making spirits on Samhain night could not be stopped, they could be fooled. They said, "Since the spirits only seek to trick the living, people who convincingly disguise themselves to look like another spirit or magical creature, would be left alone." ...and thus the tradition of dressing in costumes for Samhain...

APPLES

Oddly, some Celts looked forward to Samhain, for they believed on that night, they could tap into the powers of the Spirit world to glimpse into their future. By performing several simple and harmless rituals, their fate could be revealed. One of the most popular involved an apple floating in a bucket of water: "The first person to successfully remove the apple using their only teeth", it was said, "would be the first to marry that year." While the meaning has faded, the ritual of bobbing for apples is still practiced today.

HALLOWEEN

Cultures and traditions blended over many centuries. The people gradually abandoned the name 'Samhain' in favor of the newer 'Eve before All Hallows Day' – or 'Hallows-eve' for short. Today, we just say Halloween.

JACK-O-LANTERNS

And finally, our journey ends with the tale of the Jack-o-lantern. A century ago, Irish immigrants, who are the modern descendants of the Celts, brought with them to America a tale of an ancient trickster named Jack. It is said that Jack was so disliked by everyone, that when he died, his spirit had no where to go. So Jack was condemned to roam the Autumn darkness looking for rest that will never come, the only light to guide his way a single burning coal he carried in a hallowed-out pumpkin that he used as a lantern – an original version of the story had Jack carrying a hollowed-out turnip. Seen wandering empty roads with his lantern on Halloween, he soon became known as Jack of the Lantern, or Jack o'lantern.

Language Skills

Parts of Speech

Make a list of as many adjectives the students can think of to describe the show. If they haven't learned about adjectives yet, ask them how they would describe the show or the lasers or the performance. Make a list of all the nouns they saw during the performance in person or on the screen. What happened during the show? Make a list of verbs. How did those things happen? Make a list of adverbs. Have a contest to see which student or group of students can come up with the most adjectives, nouns, verbs, or adverbs.

Writing

Write about what happened during the performance. What was their favorite part? What did they like or dislike? What would they have changed? What songs would they have added or taken out? Depending on the students' writing level, have them write a sentence, a paragraph, or a story about the show. Or have them draw a picture and dictate a sentence or paragraph about what they drew.

Listening and following directions

The story of the Little Orange House is a fun way to practice listening and following directions. One version has been made into a book by Jean Stangl, but many versions are available on the Internet as well. Because you will be folding and cutting paper, it is easier just to tell the story without the book, rather than juggling the book and the paper at the same time. This activity can be done by the teacher alone or each child can be given a piece of paper and scissors to follow along. One version of the story is included on the next page.

The Little Orange House

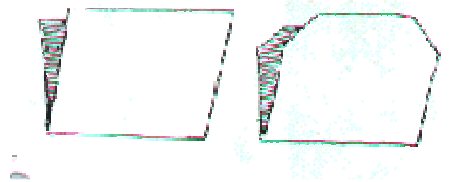
Needed: Scissors and a large piece of orange paper - one for each student if they will be following the directions.

Once upon a time a very small witch was walking in the woods. The cold wind was blowing the dry leaves all around her. The little witch was frantically searching for a house for the winter. She could not find one.

Suddenly a piece of orange paper, blown by the wind, landed at her feet. She picked it up.

The little witch looked closely at the paper and then she said, "I shall make myself a little house from this piece of orange paper."

She folded the paper in half. Then she took her scissors (she always carried a pair in her pocket) and cut off the two corners to make a roof.

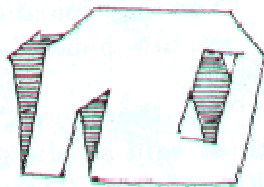


"This will do just fine," she said as she looked at her new house. "But I will need a door." With her scissors she cut a door. Since witches always wear pointed hats, she cut a special door. It looked like this.



The little witch walked through the door into the little orange house. It was very dark inside. She quickly hurried back out.

"I will need to make windows to let in the light," said the little witch. She cut a front and back window that looked like this.



Oh, it was a very fine looking house. Her very own little house with a roof, a door and windows was all finished. But just as the little witch started to go inside for the winter, she saw a tiny ghost floating down the windswept path. As the tiny ghost came to a stop near the little house, the little witch saw that she was crying.

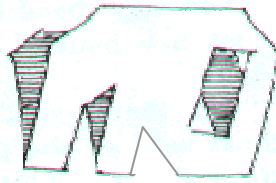
"Why are you crying?" asked the little witch.

The tiny ghost stopped crying and answered, "It is cold and windy. It is getting dark. And I have no place to spend the winter."

"You may spend the winter with me in my new house," said the kind little witch.

"Oh, thank you," the happy tiny ghost said as she peeked in through the window. "This is a very nice house,"

"First," said the little witch, "I will need to make you a little door of your very own. She took her scissors again and began to cut. She cut a very tiny door. It looked like this.



The two happy new friends went inside. The tiny ghost went in the very little door, and the little witch went through her own special door.

All winter long they lived happily together inside the little orange house.

If you want to see inside their little orange house, get a piece of orange paper and do just what the little witch did. Then unfold the paper. Surprise!

Math

Graphing

Many bar graphs can be constructed about the performance. Choose a few songs from the performance and graph the popularity of each one. Which part of the show was the most popular - the music or the laser images? Which song did they like best? Graph it and find out.

Basic Math Facts

Make up some simple stories about the laser show that can be used to teach basic math facts. Examples:

- A skeleton was shown 2 times in one song and 3 times in another. So what was the total number of times a skeleton appeared in the show?
- Three children in 2nd grade sang to *Monster Mash*. Two children in 1st grade did not. How many more children sang to *Monster Mash* than did not?

Art

Art Skills

Have the students draw a picture of their favorite part of the performance. They can also decide what they would like to include in a laser show and draw that. Or have them think of their favorite song and draw a laser scene from it. Listen to music and have students picture how they could create the music visually. Then have them create it. The movies *Fantasia* and *Fantasia 2000* are excellent examples of this.

Spider Web

This is also a great team-building and speaking exercise. You will need a large circle of butcher paper, large enough for all the students to sit around, and a ball of white yarn. Everyone sits on the floor around the paper circle and one student holds the ball of yarn. Tape one end of the yarn to the paper in front of that student. The student says something they like about Halloween, or Fall, or any other topic you are discussing in class, then asks another student what they like and rolls the yarn to that student. For example, the yarn starts with Lizzie who says, "I like trick or treating at Halloween. What do you like about Halloween, Joe?" She rolls the yarn to Joe who says, "I like pumpkins at Halloween. What do you like about Halloween, Gia?" The teacher tapes the yarn in place in front of each student and the process is repeated until every student has had a turn and the yarn is rolled back to the first student and taped into place. The teacher cuts the yarn and shows the students the spider web they just created. The web can then be decorated with spiders created by the students. You can also tie this in with the laser show by pointing out that the individual straight lines of the spider web look like laser beams, which always travel in straight lines, just like the laser beam they saw before the show. So they just created a laser spider web.

Your ideas

Go ahead and draw on your knowledge and skills to come up with any other activities. Relate the lasers to something you are teaching in any subject. Who better to come up with activities than you – the teacher!! If you have any ideas you would like to share with us, or if you would like to tell us how useful these activities and worksheets are, please contact us at: raleigh@prismaticmagic.com.



TEACHER GUIDE
GRADES 3 - 5

HALLOWEEN LASER SPOOKTACULAR

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THE DATE

The Celts were a very superstitious people. They believed that on the last day of their calendar, October 31, the spirit-realm and the ordinary world mixed for one night, allowing spirits and magical creatures to cross into their world just after sunset. The Celts called this day Samhain (pronounced "Sowen"), and feared the nightfall because according to their folklore, the mischievous spirits, while not evil, did enjoy annoying the living by playing tricks on them.

COSTUMES

Celtic elders, called Druids, taught that while trouble-making spirits on Samhain night could not be stopped, they could be fooled. They said, "Since the spirits only seek to trick the living, people who convincingly disguise themselves to look like another spirit or magical creature, would be left alone." ...and thus the tradition of dressing in costumes for Samhain...

APPLES

Oddly, some Celts looked forward to Samhain, for they believed on that night, they could tap into the powers of the Spirit world to glimpse into their future. By performing several simple and harmless rituals, their fate could be revealed. One of the most popular involved an apple floating in a bucket of water: "The first person to successfully remove the apple using their only teeth", it was said, "would be the first to marry that year." While the meaning has faded, the ritual of bobbing for apples is still practiced today.

HALLOWEEN

Cultures and traditions blended over many centuries. The people gradually abandoned the name 'Samhain' in favor of the newer 'Eve before All Hallows Day' – or 'Hallows-eve' for short. Today, we just say Halloween.

JACK-O-LANTERNS

And finally, our journey ends with the tale of the Jack-o-lantern. A century ago, Irish immigrants, who are the modern descendents of the Celts, brought with them to America a tale of an ancient trickster named Jack. It is said that Jack was so disliked by everyone, that when he died, his spirit had no where to go. So Jack was condemned to roam the Autumn darkness looking for rest that will never come, the only light to guide his way a single burning coal he carried in a hallowed-out pumpkin that he used as a lantern – an original version of the story had Jack carrying a hollowed-out turnip. Seen wandering empty roads with his lantern on Halloween, he soon became known as Jack of the Lantern, or Jack o'lantern.

Language Skills

Parts of Speech

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Writing

Write about what happened during the performance. What was their favorite part? What did they like or dislike? What would they have changed? What songs would they have added or taken out? Have the students write an informative article about the performance, an advertisement or brochure for the performance, a critique of the show, a persuasive argument for or against this assembly, etc. Have the students come up with a theme for their own laser show. What would it be? What songs would go with their theme?

Word Puzzles

Give the students graph paper and let them create word searches, crossword puzzles, codes, etc., using Halloween/October/Fall words or phrases. Then let them trade puzzles with other students to see if they can solve them. As a class, create a giant puzzle on a piece of butcher paper and share it with another class.

How Many Words?

Write a Halloween/October/Fall themed word on the board. How many words can the students come up with using only those letters?

Example word: *Halloween*

Words from *Halloween*: *hall, how, who, whale, when, new, low, now, won, one, . . .*

Math

Graphing

Many bar graphs can be constructed about the performance. Choose a few songs from the performance and graph the popularity of each one. Which part of the show was the most popular - the music or the laser images? Graph it and find out.

Distance to the moon

Lasers have been used to measure the distance from the earth to the moon. Can the students figure out that approximate distance with a few pieces of information? Speed of light, including lasers = approx. 186,000 miles per second. Time it takes a laser to travel to the moon, reflect off a mirror, and return to the earth = about 4 seconds.

$186,000 \text{ miles per second} \times 4 \text{ seconds} = 744,000 \text{ miles}$. That number must be divided by 2 since the laser is traveling to the moon and back. That means the moon is about 372,000 miles from the earth.

Social Studies

The Halloween History explains some of the traditions of Halloween and where they came from. Let the students come up with their own, new Halloween traditions and the story behind them. Maybe they already do something as a family that is unique. Let them explain it and why they do it. Or they can choose a different existing Halloween tradition, like trick or treating, and make up a possible origin for that tradition.

Art and Music

Art skills with music

Have the students draw a picture of their favorite part of the performance. They can also decide what they would like to include in a laser show and draw that. Or have them think of their favorite song and draw a laser scene from it. Listen to music and have students picture how they could create the music visually. Then have them create it. The movies *Fantasia* and *Fantasia 2000* are excellent examples of this. To make it more interesting, only let the students use the primary colors of paint – red, yellow, and blue – to create their pictures. Let them mix colors as needed.

Laser show scratch art

Here is a popular art project that can be easily adapted to fit with lasers and Halloween.

Materials needed:

- one sheet of white paper or cardboard for each student
- crayons
- large paperclip or other object for scratching
- optional – black tempura paint with a drop or two of liquid soap mixed in it

Directions:

1. Students color heavily on the white paper, leaving no white showing and using many colors.
2. Students may either cover all the colors by going over the page with a black crayon or by painting a layer of black tempura paint with a drop or two of soap mixed in.
3. If using paint, it must be completely dry before going to the next step.
4. Using an unfolded paperclip or other scratching tool, students scratch lines through the layer of black crayon or the layer of paint to reveal the colors underneath.

Because they will be using outlines to create a picture, it will look similar to a laser show in which all images are created with outlines only. Suggest to the students to draw an outdoor, nighttime scene with a Halloween theme and you have tied Halloween into the project as well.

Your ideas

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TEACHER GUIDE
GRADES 6 - 8

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Writing

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History

Laser History

What do the students know about lasers? Who invented lasers? When were lasers invented? What else are they used for? Let them get on the Internet and search away! Have the students write a paragraph or make a poster about another use of lasers or a laser scientist.

Social Studies

The Halloween History explains some of the traditions of Halloween and where they came from. Let the students come up with their own, new Halloween traditions and the story behind them. Maybe they already do something as a family that is unique. Let them explain it and why they do it. Or they can choose a different existing Halloween tradition, like trick or treating, and make up a possible origin for that tradition.

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Design a Halloween creature

Mummies, vampires, ghosts – all typical Halloween creatures that the students know. Let them be creative and design their own Halloween creature. They do not have to be horrific or disgustingly scary, but they should somehow tie in with the celebration of Halloween. Let them draw, paint, sculpt, or use any other art technique to create the creature. Have them write a paragraph explaining the connection with their creature and Halloween. This could be extended into many different curricular areas – writing the history of the creature, its habits, the location and type of habitat it lives in, its adaptations, how to protect yourself from it, what culture it comes from, etc. The students could really show their creativity and research skills with this project.

Your ideas

Go ahead and draw on your knowledge and skills to come up with any other activities. Relate the lasers to something you are teaching in any subject. Who better to come up with activities than you – the teacher!!