



EDUCATOR GUIDE

A teacher's guide created by Caitlin Stigall
based on the picture book written by
Heather Stigall and illustrated by Jess Mason.

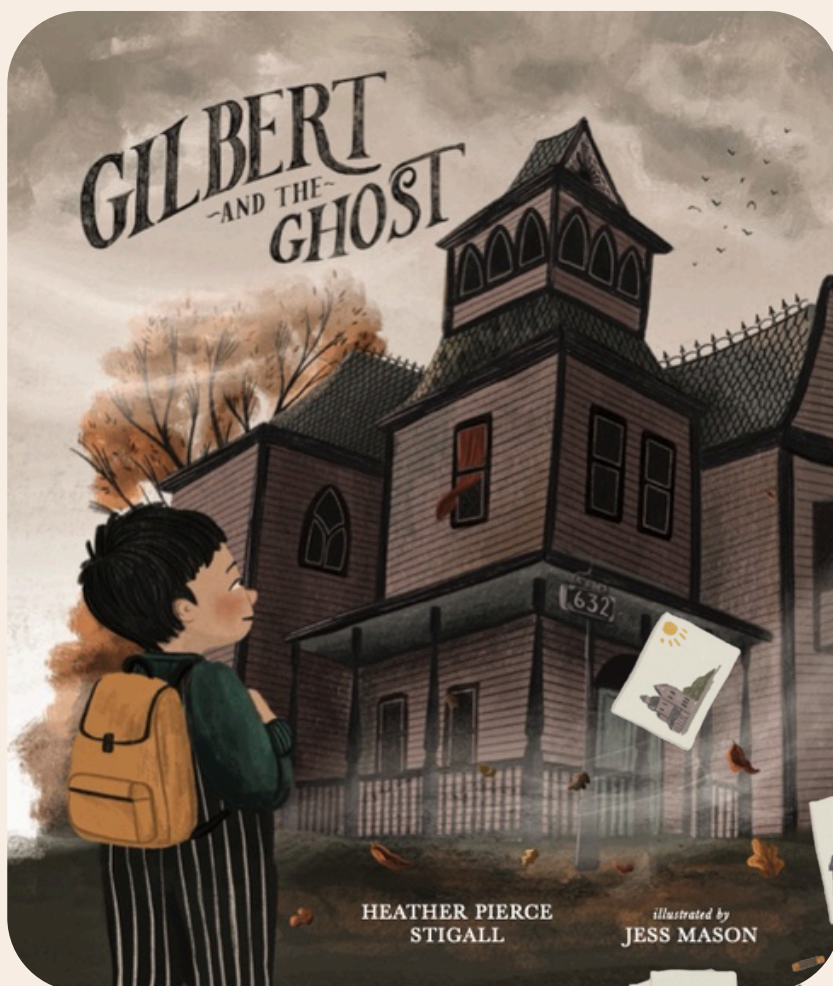


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ABOUT THE CREATORS

Author: Heather Stigall

...uses her experience with children and her degrees in Child Development, Psychology-based Human Relations, and Social Work to create stories that speak to kids. She is the Critique Group/Meet & Greet Coordinator for the Eastern PA SCBWI Chapter, a member of the 12x12 Picture Book Challenge, and a wife and parent to five children and one pup. When she's not writing, you can find Heather hanging out with her kids (hopefully at the beach), reading, eating chocolate, baking, or creating all sorts of treasures. She is the author of PAISLEY'S BIG BIRTHDAY (Clavis Publishing, 2023) and GILBERT AND THE GHOST (Beaming Books, 2025).



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Illustrator: Jess Mason

...is an illustrator, cat lover, and avid reader. She graduated with first-class honors in illustration from the University of Worcester in 2018. Since then, she has worked on twelve middle-grade and picture books. Jess happily resides in a tiny cottage in Worcestershire, England, with her beloved cat, Steve.

Educator Guide Creator: Caitlin Stigall

...is a 6th grade math teacher with a B.A. in Elementary Education, and daughter to author, Heather Stigall. Before teaching 6th grade, she taught 4th grade. One of her favorite aspects about teaching is creating and sharing resources with others!

ABOUT THE BOOK

The ghost at 632 Savannah Street is real . . . right?

Gilbert often feels invisible, just like the ghost living at 632 Savannah Street. Despite his family's disbelief, Gilbert leaves gifts for the ghost: a friendship bracelet, a plate of cookies, even a drawing with a note. When each disappears one by one, Gilbert finds that believing and friendship are worth the effort.

For kids who might often feel unseen, *Gilbert and the Ghost* is a ghostly tale of overcoming obstacles and finding friendship in mysterious places. Gothic, whimsical illustrations make this picture book perfect for spooky season, while its earnest themes make it worth a read all year round.

Gilbert and the Ghost

Age Range: 3–8 years

Grades: Preschool–2nd

Publisher: Beaming Books

Published: August 19th, 2025

ISBN: 9781506491493

“Overall, this tale is more sweet than scary and will be a surefire hit with readers looking for seasonal fun. Heartwarming proof that friends can show up in unexpected places.”

–Kirkus Reviews



ABOUT THE GUIDE

This educator guide was designed for teachers and parents of students in kindergarten through 2nd grade. It includes discussion questions, activities, and resources to integrate GILBERT AND THE GHOST into the English Language Arts, Mathematics, Social Studies, and Science curricula, as well as support Social Emotional Learning. Common Core and NGSS connections are included, but are not limited to the list provided. All activities can and should be modified to best fit student needs and abilities.





ENGLISH LANGUAGE ARTS

Reading Comprehension: Discussion Questions

Before Reading

- Look at the front cover. What do you notice?
- What predictions can you make? What do you think the story will be about?
- What characters do you think will be in the story?

While Reading

- Who is Gilbert? What do we know about him?
- What other characters are in the story?
- What does Gilbert believe is in the house at 632 Savannah Street? What do you believe is in the house at 632 Savannah Street?
- How does Gilbert feel when no one believes him?

After Reading

- What does it mean when Gilbert says, "It's hard to make friends, especially when you're invisible"?
- What are some things Gilbert does to try to make a friend? Were his actions successful?
- How do Gilbert's feelings change throughout the story?
- Do you think there was a ghost living in the house or a person? Why?

ENGLISH LANGUAGE ARTS

Activities and Writing Prompts

Character Traits Map [\(see printable\)](#)

Create a character trait map of Gilbert

- Complete this as a whole class or have students complete this individually or in small groups based on your students' needs.

Guiding Discussion Questions

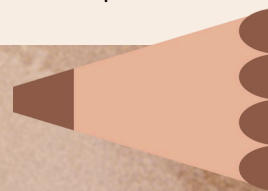
- What does Gilbert believe in?
- What does Gilbert do for the ghost?
- Does Gilbert give up when he doesn't hear back from the ghost?
- How does Gilbert treat the girl who talks to him at the end of the story?
- Why does Gilbert keep trying to make a friend?



What do these actions and feelings tell us about what kind of person Gilbert is?

Writing Prompt: Friendly Letters [\(see printable\)](#)

- Review the parts of a friendly letter.
 - Heading, greeting, body, closing, signature
- Ask students to imagine they are writing to someone who might be shy or new, like the ghost. They may write to someone they know or someone imaginary.
- Prompt: Write a letter to someone who might be feeling invisible. What would you say to help them feel seen?



SOCIAL EMOTIONAL LEARNING

Discussion Questions

- How do you think Gilbert felt when no one noticed him?
- Have you ever felt invisible like Gilbert? What did you do? What helped you feel better?
- What makes you feel seen, valued, or included?
- Why do you think Gilbert kept trying to be a friend to the ghost?
- What are ways we can help others feel like they belong?
- How do you think the girl felt when she saw Gilbert waiting?
- What does it mean to be a good friend?
- How can you tell if someone might need a friend?
- What are small things we can do each day to make others feel included?

Inclusion Plan (see printable)

Prompt: What can we do if we see someone alone at school? How can we make sure everyone feels seen, safe, and included?

- Create a class inclusion plan, or allow students to create plans individually or in small groups based on your students' needs.



SOCIAL STUDIES

Understanding Community [\(see printable\)](#)

- Discuss Gilbert's role in his community.
 - Where does Gilbert spend his time? Does he feel included in his community? What does he do to help others feel included? How can small acts, like Gilbert's, help build community?
- Ask students to name places in their own community where people can meet or help others (Examples: park, library, school, police station, grocery store, etc.)
- Use the provided handout to draw and record ways we can help others feel welcome in our community.

MATH

Friendship Bracelet Patterns [\(see printable\)](#)

- Introduce AB, ABC, and AABB patterns
- Students will complete the pattern for each friendship bracelet using colored pencils or crayons. Then they will create their own pattern in the blank bracelet provided.

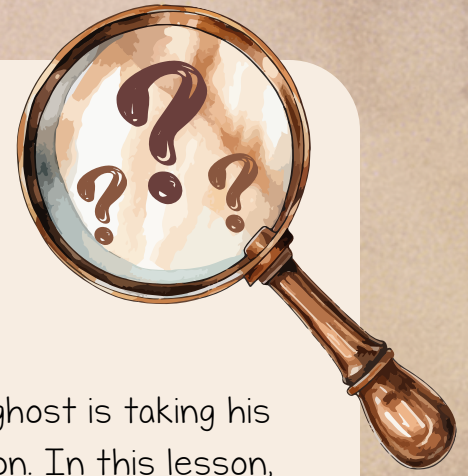


Extension Activity:

Provide students with string and beads to create their patterned bracelet.



SCIENCE



Scientific Method (see printable)

- Introduction: In Gilbert and the Ghost, Gilbert thinks a ghost is taking his gifts. His family thinks there might be another explanation. In this lesson, students will act like scientists and ask: Can we find a reason why something disappeared?
 - Discussion Questions:
 - What happened when Gilbert left gifts at 632 Savannah Street?
 - Why does Gilbert think the gifts disappeared?
 - Why do his mom, brother, and sister think the gifts disappeared?
 - Review the steps of the scientific method.
 - Observation, question, hypothesis/ prediction, experiment, results, conclusion
 - Then use the provided recording sheet to complete each step of the scientific method.
 - This may be done as a whole class, individually, or in small groups based on your students needs.
- Observation: Provide students with a small object, similar to something Gilbert left for the ghost (Examples: piece of paper, bracelet, toy, etc.). Record or draw an observation.
 - What do you notice? Where is it now? Is it moving?
- Question: What do you think will happen if we leave the object outside (or in the hallway) overnight or during recess?
- Hypothesis/ Prediction: I think the object will _____ because _____.
- Experiment: Place the object in the chosen spot and leave it.
- Results: Come back to record what happened.
 - What do you notice? Did anything move or change?
- Conclusion: What do you think happened? If we were to do this experiment again, what could we improve to make sure our hypothesis was true or false?

STANDARD CONNECTIONS

English Language Arts

- CCSS.ELA-LITERACY.RL.K-2.1 – Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RL.K-2.3 – Describe characters, settings, and major events using key details.
- CCSS.ELA-LITERACY.RL.K-2.7 – Use illustrations and details in a story to describe its characters, setting, or events.
- CCSS.ELA-LITERACY.W.K-2.3 – Write narratives that recount events and include details and feelings.
- CCSS.ELA-LITERACY.W.K-2.8 – Recall information from experiences or gather information to answer a question.
- CCSS.ELA-LITERACY.SL.K-2.1 – Participate in collaborative conversations about topics and texts.
- CCSS.ELA-LITERACY.SL.K-2.4 – Describe people, places, things, and events with relevant details.

Math

- CCSS.MATH.CONTENT.K.CC.B.4-5 / 1.NBT / 2.MD – Understand counting, comparing numbers, and measurement data.
- CCSS.MATH.CONTENT.K.MD / 1.MD / 2.MD – Classify and sort objects; represent data with charts or graphs.



STANDARD CONNECTIONS

Social Studies

- NCSS Theme: Individuals, Groups, and Institutions – Understand how individuals belong to groups and roles in society.
- NCSS Theme: Civic Ideals and Practices – Explore rights and responsibilities in communities.
- State Standard Example (1st Grade): Identify and explain how people work together to create a community.

Science

- K-PS3-1 / K-ESS3-1 / 1-PS4-1 – Use observations to describe patterns or phenomena.
- K-2-ETS1-1 – Ask questions, make observations, and gather information to define a problem.
- K-2-ETS1-2 – Develop simple representations or models to describe and test possible solutions.
- Science and Engineering Practices (SEPs): Asking Questions, Planning and Carrying Out Investigations, Analyzing Data.

SEL (Using CASEL Framework)

- Self-Awareness – Recognizing emotions, values, and strengths.
- Social Awareness – Showing empathy, respect for others, and perspective-taking.
- Relationship Skills – Building healthy relationships and showing kindness.
- Responsible Decision-Making – Making caring and inclusive choices.

Name: _____

Date: _____

Character Traits Map

Character

Trait

Evidence from the text:

Trait

Evidence from the text:

Trait

Evidence from the text:

Greeting



Heading

Body



Closing



Signature



Name: _____

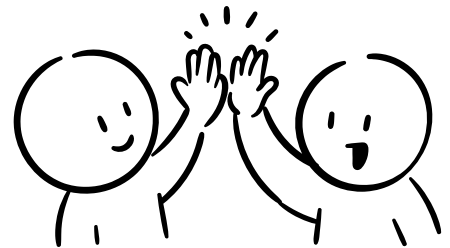
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INCLUSION PLAN

I notice someone feels left out when... (Draw or write below.)

If I notice someone alone or sad this week, I will...

- ☐ Say hello and smile.
- ☐ Invite them to play with me.
- ☐ Invite them to sit with me at lunch.
- ☐ Give them a compliment.
- ☐ Write a kind note or draw them a picture.
- ☐ Ask my teacher for help.
- ☐ Other: _____



Reflection (After trying your idea, draw or write below.)

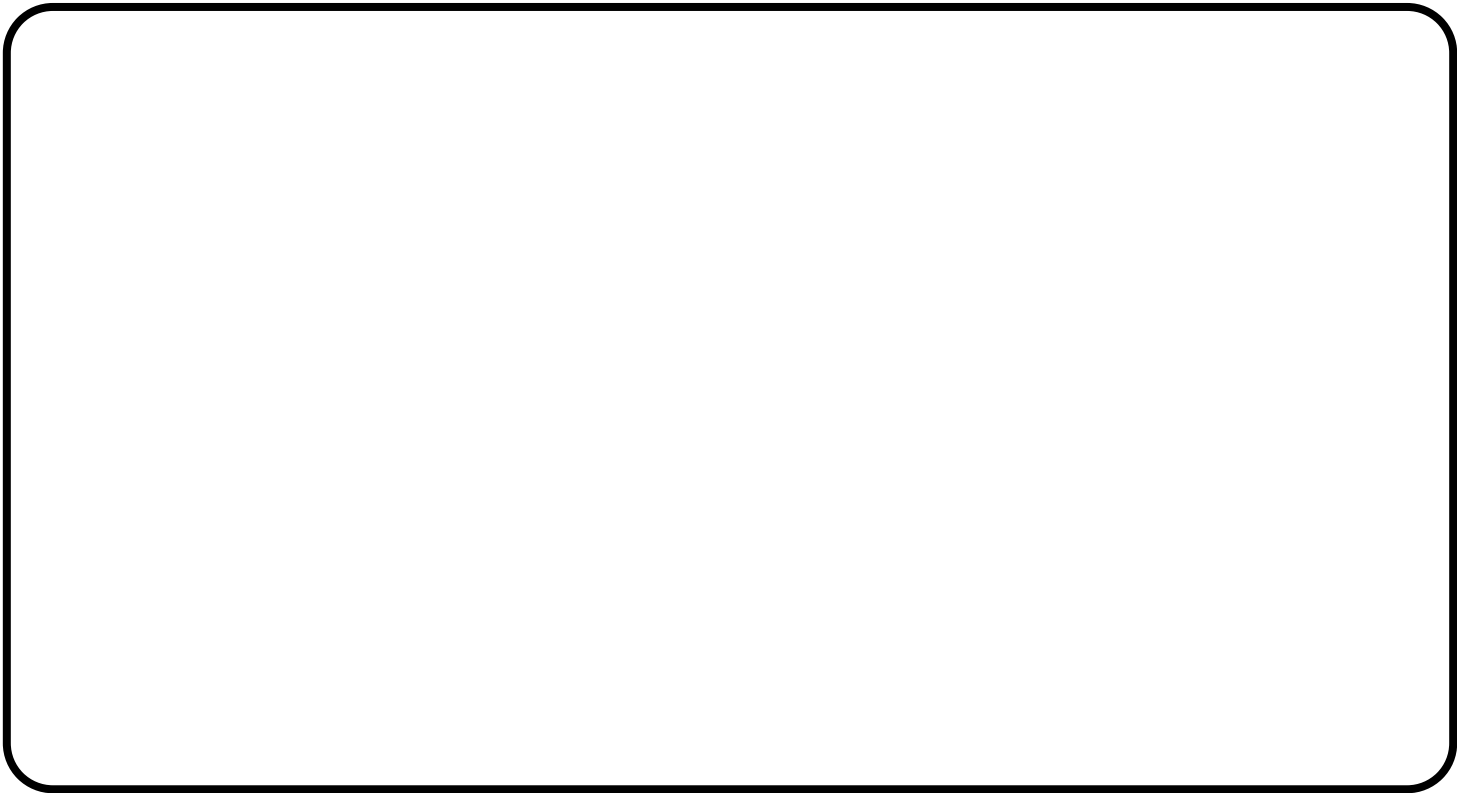
How did it feel to help someone? How did they react?

Name: _____

Date: _____

My Community

Draw a place in your community where you can meet or help other people.



3 ways I can help someone in my community:

1. _____

2. _____

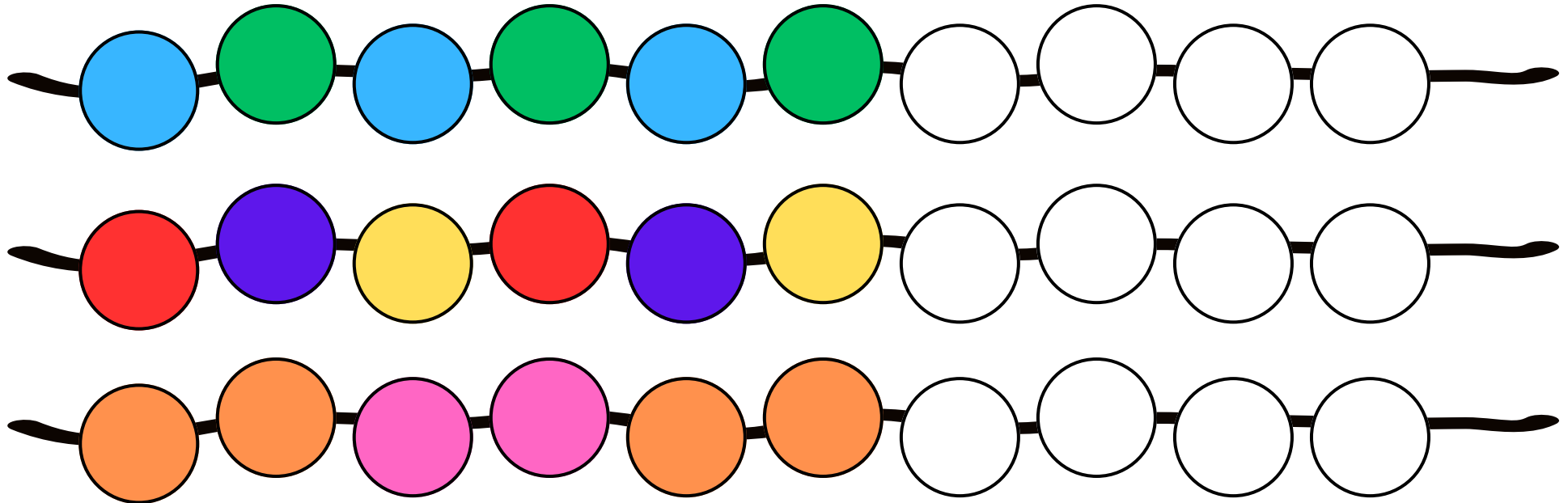
3. _____

Name: _____

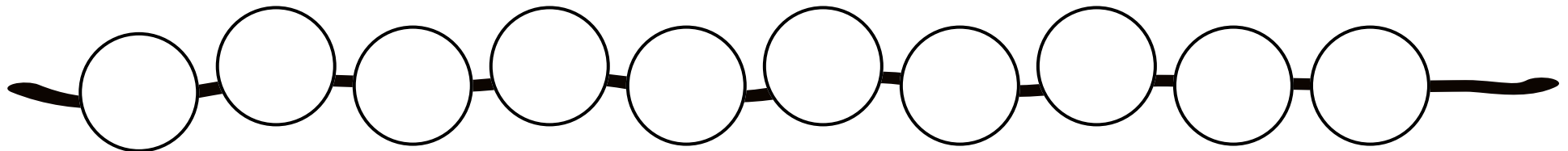
Date: _____

Complete the Pattern: Friendship Bracelets

Complete the friendship bracelets below by following the color pattern.

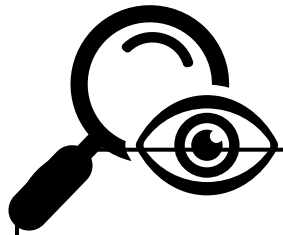


Create your own friendship bracelet pattern below.



Name: _____

Date: _____



Scientific Method

Observation

What do you notice? Write what you see or draw a picture.

What will happen if we leave the object outside? Why?



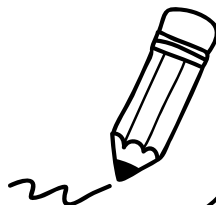
Hypothesis/ Prediction

I think the object will

because

Results

What happened? Did anything change? Write or draw your observation.



Conclusion

I think

