

THE OGRE BULLY

First Grade

Outcome:

Students will demonstrate an understanding of the story through writing, reading, acting, sequencing, discussion, and phonics.

Overview:

Students will read and explore a folktale from Sweden while utilizing multidisciplinary connections in language arts, dramatic arts, art, math, and science.

Materials:

Book, *The Ogre Bully*

Pencils

Crayons

Lined paper

Unlined paper

Plastic tub

Dry lima beans

Glass jars

Paper towels

Water

Blackboard or Whiteboard

Paper plates

Knife

Napkins

Assorted vegetables provided by teacher or students

Optional:

Cleveland, Rob. *The Clever Monkey*. Atlanta: August House, 2006.

Assessment Tools:

“/ow/ Words” worksheet

“Missing Vowels” worksheet

“Sequencing the Story” worksheet

“Farm Math” worksheet

INSTRUCTIONAL PLAN

Introduction:

Materials:

Book, *The Ogre Bully*

Directions:

Teacher:

- Asks students what opposite words are. (Entirely different, contrary or opposed)
- Gives the example that “open” and “closed” are opposite words. Teacher demonstrates with the book.
- Asks students to name pairs of opposite words.
- Asks students to provide the opposite word for each word below:

Before (after)	Come (go)	Happy (sad)	Little (big)
All (none)	Day (night)	Hard (soft)	Long (short)
Always (never)	Dirty (clean)	Heavy (light)	Near (far)
Asleep (awake)	Early (late)	High (low)	New (old)
Below (above)	Empty (full)	Kind (mean)	Off (on)
Best (worst)	Find (lose)	Last (first)	Out (in)
Hot (cold)	Front (back)	Laugh (cry)	Push (pull)

Teacher Reads the Story:

Materials:

Book, *The Ogre Bully*

Directions:

Teacher:

- Tells students that they will be reading a folktale from Sweden in which opposite words are an important part of the story.
- Tells students to listen carefully so that they will know what the opposite words are.
- Asks students what an ogre is. (a fairy tale giant that is mean or cruel)

Discussion Questions for Assessing Students’ Comprehension:

- Who are the characters in the story?
- Where does the story take place?
- Who or what surprised the farmer while he was plowing his field?
- What did the ogre say?
- What vegetable did the farmer’s wife tell him to plant when the ogre said that he wanted the top half of the plants?
- How did the ogre feel about the tops of the carrots?
- What did the farmer do when the ogre wanted the bottom half (roots) of his plants?
- To what contest did the ogre challenge the farmer?
- How did the farmer feel before the race?
- How did the ogre feel before the race?

THE OGRE BULLY

First Grade

Discussion Questions for Assessing Students' Comprehension cont.:

- What plans for the race did the farmer's wife have?
- Why didn't the farmer have to sharpen his tool during the race?
- Why didn't the farmer and the ogre just use a lawn mower? (Hint: see the first line of the story)
- What did the ogre say about farm work?
- What happened to the ogre?
- How did the farmer and his neighbors feel at the end of the story?
- Do you think the ogre ever came back?
- What lesson did the farmer learn?
- What pair of opposite words was important to the story?

Phonics:

- /ow/ Words

An activity for differentiated learning

Materials:

"/ow/ Words" worksheet

Pencils

Lined paper

Directions:

Teacher divides the class into three groups.

Group A: Students complete the "/ow/ Words" worksheet. Students read the word "grow" on the top tomato. Students add a letter (or 2 letters) to the beginning of the /ow/ on each tomato, to create /ow/ words that rhyme with "grow." (Possible answers: bow, low, mow, sow, tow, stow, row, slow, crow, sown) Teacher introduces point of discussion: "cow" is also an /ow/ word but does not rhyme with the other /ow/ words. Students brainstorm /ow/ words that rhyme with "cow."

Group B: Students complete the "/ow/ Words" worksheet as per Group A. Students write each word on a piece of paper. Students write a sentence with one of the words.

Group C: Students complete "/ow/ Words" worksheet as per Group B. Students write a sentence with each word.

- **Missing Vowels**

Materials:

"Missing Vowels" worksheet

Pencil

Book, *The Ogre Bully*

Directions:

Students fill in the missing vowels in each word. Students check their answers by looking in the book. The words can be found on the first ten pages of the story and are in the order that they appear in the book. The missing vowels are: a, e, i, o, and u.

- | | | | | | |
|-----------|-----------|------------|-----------|------------|------------|
| 1. l_ng | 5. gr_w | 9. pl_w_ng | 13. gr_ss | 17. _gr_ | 21. pl_nts |
| 2. l_ttle | 6. f_d | 10. _nd | 14. w_ds | 18. wh_t | 22. r_ts |
| 3. h_s | 7. spr_ng | 11. v_ry | 15. b_g | 19. l_nd | 23. n_t |
| 4. f_m_ly | 8. f_rm_r | 12. l_st | 16. gr_ff | 20. v_ll_y | 24. s_ll |

THE OGRE BULLY

First Grade

Language Arts:

• Sequencing

Materials:

“Sequencing the Story” worksheet

Pencils

Directions:

Students read the sentences and rewrite them in the correct order on the lines provided.

We ate the carrots.

We watered the seeds.

We dug up the carrots.

We watered the small plants.

We planted carrot seeds.

1. _____
2. _____
3. _____
4. _____
5. _____

Dramatic Arts:

• Acting Opposites

Directions:

- Teacher divides the class into pairs and tells them to choose a pair of opposite words.
- Teacher tells students to create a skit about their pair of opposite words.
- Students share their skits with the class and discuss how they portrayed their pair of opposite words.

Art:

• Draw your Favorite Part of the Story

Materials:

Crayons or markers

Unlined paper

Directions:

- Students draw their favorite parts of the story.
- Students show their pictures to the class and tell what they enjoyed about those parts.

Math:

• **Farm Math**

Materials:

“Farm Math” worksheet

Pencils

Crayons

Directions:

Students:

- Read the list of vegetables and prices.
- Use the price list to solve the addition problems.
- Draw and write their own farm math problems on the bottom of the worksheet.

Science:

• **Growing Lima Beans**

Materials:

Plastic tub

Dry lima beans

Glass jar(s)

Paper towels

Water

Crayons

Paper

Directions:

- Students:
 1. Soak the beans in tub of water for several hours.
 2. Line glass jars with paper towels.
 3. Place several beans in each jar, flat against the glass between the paper towels and the side of the jar (so that they are visible).
 4. Put a small amount of water in the bottom of the jar.
 5. Keep towels damp by adding a small amount of water daily.
 6. Place the jars in a sunny location.
 7. Encourage students to draw a picture of what they think will happen.
 8. Watch the leaves, stems, and roots grow.
 9. Draw a picture of the growing plant each week.
 10. Compare and contrast the weekly drawings and discuss the changes in the growing plant each week. Compare with prediction pictures.
- Teacher asks students if they could only have half of the plant once the beans were ready to pick, if they would rather have the top half or the bottom half.

THE OGRE BULLY

First Grade

Extension Activities:

• **Vegetable Tasting**

Materials:

Blackboard or Whiteboard

Paper plates

Knife

Napkins

Assorted vegetables provided by teacher or students

Directions:

Teacher:

1. Tells students that vegetables are the edible roots, stems, leaves, seeds, flower buds, and fruits of plants.
2. Tells students to name vegetables and writes them on the board.
3. Tells students that certain vegetables are the fruit of the plant, (e.g.: tomatoes, peppers, and squash). They are in a botanical sense considered fruits. Since they are not sweet, they are considered vegetables from a cooking and eating point of view.
4. Asks students to choose a vegetable from the list generated and to bring it in to share with the class.
5. Cuts up vegetables and students eat them.
6. Reviews what part of the plant each vegetable is.
6. Asks students to describe the vegetables and writes the responses on the board. (i.e.: red, green, soft, crunchy...)

• **Compare and Contrast**

Teacher reads *The Clever Monkey* by Rob Cleveland. This folktale from West Africa tells of a monkey who tricked two cats into letting him eat much of their cheese. The cats argued over how to divide the cheese fairly. The clever monkey offered to help and kept nibbling a little off each piece of cheese, telling the cats that he was trying to divide the cheese into equal halves. Compare and contrast the importance of half, in this story and in *The Ogre Bully*.

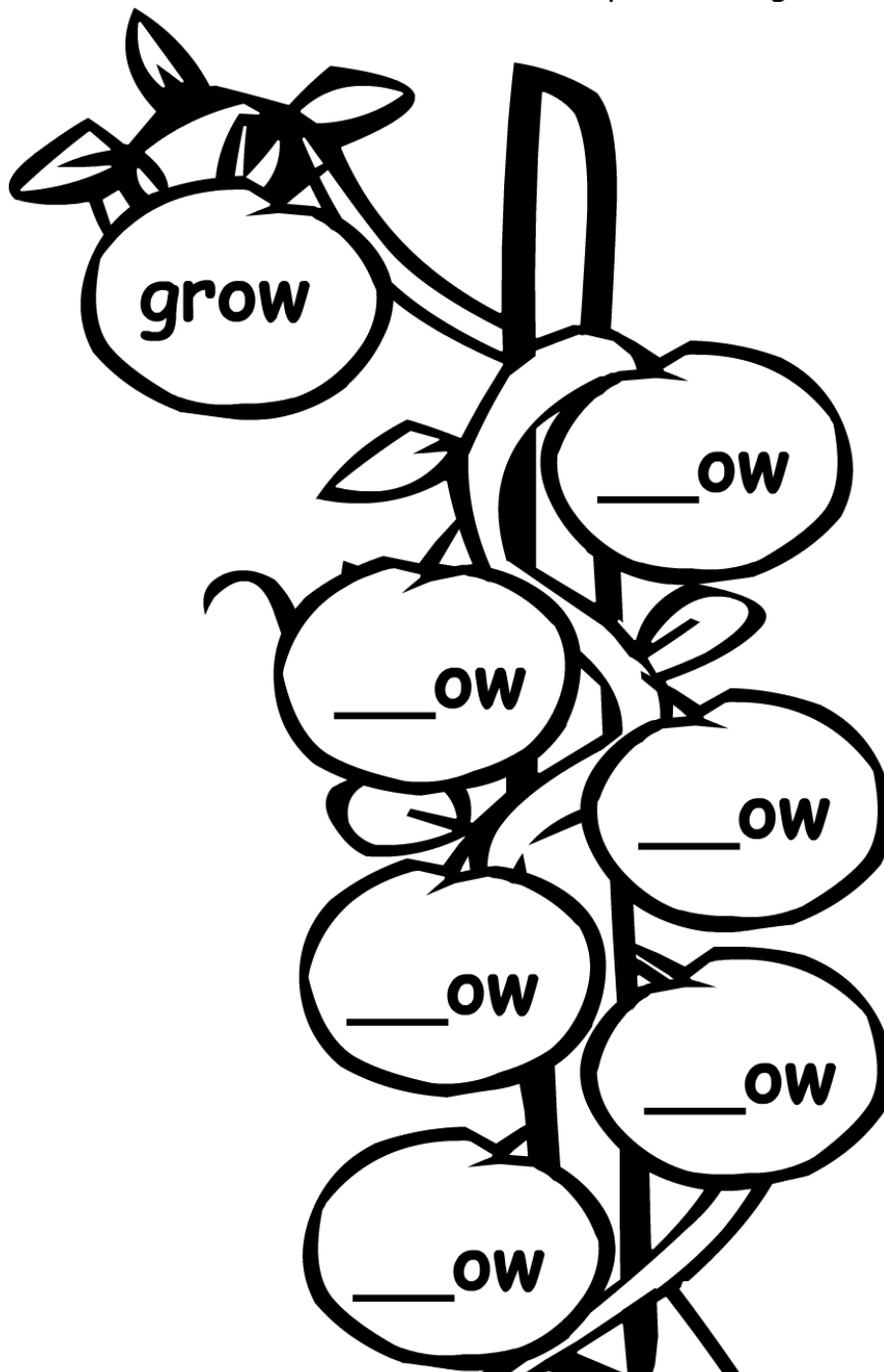
THE OGRE BULLY

First Grade

Name _____ Date _____

/ow/ Words

Directions: Add a letter (or 2 letters) to the beginning of the /ow/ on each tomato, to create /ow/ words that rhyme with "grow."



Name _____ Date _____

Missing Vowels

Directions: Fill in the missing vowels in each word. Check your answers by looking in the book. The words can be found on the first ten pages of the story and are in the order that they appear in the book. The missing vowels are: a, e, i, o, and u.

1. l_ng

11. v_ry

21. pl_nts

2. l_ttle

12. l_st

22. r__ts

3. h_s

13. gr_ss

23. n_t

4. f_m_ly

14. w__ds

24. s_ll

5. gr_w

15. b_g

6. f__d

16. gr_ff

7. spr_ng

17. _gr_

8. f_rm_r

18. wh_t

9. pl_w_ng

19. l_nd

10. _nd

20. v_ll_y

THE OGRE BULLY

First Grade

Name _____ Date _____

Sequencing the Story

Directions: Read the sentences and rewrite them in the correct order on the lines provided.

We ate the carrots.

We watered the seeds.

We dug up the carrots.

We watered the small plants.

We planted carrot seeds.

1.

2.

3.

4.

5.







THE OGRE BULLY

First Grade

Name _____ Date _____

Farm Math

Directions: Read the list of vegetables and prices. Use the price list to solve the addition problems. Draw and write your own farm math problem on the bottom of the worksheet.

 Carrots \$2	 Tomatoes \$1	 Potatoes \$3	 Peas \$1	 Cucumbers \$1	 Peppers \$3
--	---	---	--	--	--

$$\text{Carrot} + \text{Cucumber} = \$ \underline{\hspace{2cm}}$$

$$\text{Peas} + \text{Pepper} = \$ \underline{\hspace{2cm}}$$

$$\text{Carrot} + \text{Tomatoes} + \text{Pepper} = \$ \underline{\hspace{2cm}}$$

$$\text{Cucumber} + \text{Peas} + \text{Potato} + \text{Tomatoes} = \$ \underline{\hspace{2cm}}$$

$$\underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \$ \underline{\hspace{2cm}}$$