

THE OGRE BULLY

Kindergarten

Outcome:

Students will demonstrate an understanding of the story through discussion, phonics, drawing, reading, counting, movement, and pantomime.

Overview:

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

Materials:

Book, *The Ogre Bully*

Paper

Crayons

Scissors

Lined paper

Pencils

Glue sticks

Blackboard or Whiteboard

Sweet potatoes with buds

Glass jars

Toothpicks

Cooking Materials:

Large sauce pot with lid

Stove

Pot holders

Large Spoon

Ladle

Paper bowls

Napkins

Ingredients:

2 Qts Water

1 Small Onion, diced

1 C Carrots, diced

½ C Green Peppers, diced

1 C Cooked Kidney Beans

1 C Fresh Tomatoes, diced

¼ tsp Pepper

8 Chicken Bouillon Cubes

1 C Potatoes, diced

2 Parsnips, thinly sliced

4 Celery Ribs, thinly sliced

½ C Cooked Chickpeas

1 tsp Garlic, chopped

Optional:

MacDonald, Margaret Read. *Conejito*. Little Rock: August House, 2006.

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Assessment Tools:

- “Grow” Phonics worksheet
- “Copying Sentences” worksheet
- “Making a Garden Map” worksheet
- “Counting Vegetables” worksheet

INSTRUCTIONAL PLAN

Introduction:

Teacher asks students to:

- Define the word “bully.” (someone who enjoys taking advantage of others who are weaker than him- or herself by teasing or threatening them)
- Define the word “ogre.” (a fairy tale monster or giant that is mean or cruel)
- Share experiences that they may have had with a bully.
- Share any stories that they know about ogres or bullies.

Teacher Reads the Story:

Materials:

Book, *The Ogre Bully*

Paper

Crayons

- Teacher tells students that they are going to listen to a story about an ogre and to listen carefully so that they’ll be able to draw a picture of the ogre.
- Teacher reads the story to students without showing the illustrations.
- Teacher asks students to draw what they think the ogre looks like.
- Students share their drawings with each other and discuss their drawings.
- Teacher rereads the story showing the illustrations.
- Teacher and students compare the book’s illustrations with the students’ drawings.

Discussion Questions for Assessing Students’ Comprehension:

- Where does the story take place?
- Who are the characters in the story?
- As the farmer plowed the last row of his field, he heard something strange. Who or what was it?
- What did the ogre tell the farmer?
- When the ogre told the farmer that he wanted the top parts of the plants, what did the farmer plant?
- How did the ogre feel about having the top half of the carrots? Why?
- When the ogre said that he wanted the bottom half (roots) of the plants instead, what did the farmer do?
- How did the ogre feel about having the tomato plant roots?
- What kind of race did the farmer and the ogre have?
- What plan did the farmer’s wife have?
- Who won the race? Why?

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Discussion Questions for Assessing Students' Comprehension cont.:

- What happened to the ogre?
- How did the farmer feel at the end of the story?
- Have you ever grown vegetables?
- Have you ever visited a farm?
- Describe the ogre.
- In what ways did the ogre bully the farmer?
- What lesson did the farmer learn?

Phonics:

• **Grow Phonics**

An activity for differentiated learning

Materials:

“Grow” Phonics worksheet

“Copying Sentences” worksheet

Scissors

Lined paper

Pencils

Directions:

Teacher divides the class into three groups.

Group A: Students complete the “Grow” Phonics worksheet.

Students cut out the plant, the letter strip, and the slits in the plant (to the left of /ow/). Students feed the letter strip into the slits in the plant. Students practice with a partner reading the /ow/ words created by pulling the strip through the opening.

Group B: Repeat directions as per Group A. Students copy all of the words on lined paper.

Group C: Repeat directions as per Group A & B. Students complete the “Copying Sentences” worksheet.

“Copying Sentences” worksheet

1. The corn will grow.
2. I see a crow.
3. Row the boat
4. It is a tow truck.
5. Can you mow the grass?
6. Did you sow the seeds?

Language Arts:

• **Simon Says “Over and Under / Above and Below”**

Directions:

- Teacher reviews the concept of the opposite pairs, over/under and above/below.
- Teacher reviews body parts included in instructions below.
- Teacher leads the class in a game of “Simon Says” using the words, “over and under,” and “above and below.”
 1. Simon says, “Raise your hands over your head.”

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Language Arts cont.:

Simon Says Over and Under / Above and Below cont.

2. Simon says, "Put your hands under your chin."
3. Simon says, "Put your right leg over your left leg."
4. Simon says, "Put your right leg under your left leg."
5. Simon says, "Put your left hand under your right hand."
6. Simon says, "Put your left hand over your right hand."
7. Simon says, "Put a piece of paper over your stomach."
8. Simon says, "Put a piece of paper under your foot."
9. Simon says, "Put your fingers over your socks."
10. Simon says, "Put your fingers under your socks."
11. Simon says, "Put 1 hand above your knee."
12. Simon says, "Put 1 hand below your chin."
13. Simon says, "Hold 1 foot above your knee on your other leg."
14. Simon says, "Put both of your elbows right above your knees."
15. Simon says, "Put your thumb below your waist."
16. Simon says, "Raise your hands above your ears."
17. Simon says, "Put your ring fingers under your eyes."
18. Simon says, "Tell me how above/below and over/under are important in *The Ogre Bully*."

• **Syllable Walk**

Directions:

1. Teacher reviews the concept of syllables and counting syllables in words.
2. Teacher reads words, one at a time, to students.
3. Teacher instructs students to repeat each word stepping forward heel to toe, one step for each syllable.
4. When students reach the other side of the room or a predetermined spot, they turn around and "syllable walk" back.

Words:

farmer	sell	nobody	race
ogre	wife	complained	feeling
family	half	tomatoes	sharpen
village	worry	chance	forget
farm	underground	challenged	everyone
food	carrots	fastest	surprise
spring	roots	test	drifted
field	planted	winner	away
plowing	tasty	plan	puff
valley	anything	gathered	wind
plants	market	prepared	happy
eat	ox	tools	anything

Science:

• **Making a Garden Map**

Materials:

“Making a Garden Map” worksheet

Crayons

Scissors

Glue sticks

Blackboard or Whiteboard

Directions:

Teacher:

1. Reminds students of the difference between fruits and vegetables.
(VEGETABLES: are the edible stems, leaves, and roots of a plant.
FRUITS: are the edible part of the plant that has developed from a flower and contains seeds.
Several common vegetables such as tomatoes, cucumbers, and squash are actually fruits. Since they are not sweet, many people consider them vegetables as far as cooking and eating.)
2. Asks students to name vegetables that they would like to grow in a garden.
3. Records responses on the board.
4. Asks students to name fruits that they would like to grow in a garden.
5. Tells students to color the pictures of fruits and vegetables on the bottom of the “Making a Garden Map” worksheet.
6. Tells students to cut out the pictures and glue them in the appropriate part of the garden.

• **Growing a Sweet Potato Plant**

Materials:

Sweet potatoes with buds

Glass jars

Toothpicks

Directions:

Students:

1. Rinse out the glass jars.
2. Place one sweet potato into each glass jar, with the small end of the potato down.
3. Use four toothpicks poked into the potato, at 4 oppositional points, evenly spaced, if the mouth of the jar is too large.
4. Fill the jars with water so that at least an inch of the bottom of each potato is wet.
5. Place jars in a sunny location.
6. Ask students to make predictions.
7. During the following few weeks and months, observe the green leaves growing up and the roots growing down in the water below.

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Math:

• **Counting Vegetables**

Materials:

“Counting Vegetables” worksheet

Pencils

Crayons

Directions:

1. Teacher explains that farmers plant their crops in rows.
2. Students count how many vegetables are planted in each row.
3. Students write the number on the line provided.
4. Students color the vegetables.

Dramatic Arts:

• **Pantomime**

Directions:

Teacher:

- Reviews the story with the students.
- Discusses the facial expressions and the body language of the characters in the story (e.g.: when the ogre surprised the farmer) and reviews illustrations with the students.
- Divides the class into small groups and tells each group to pantomime the story.
- Asks students to analyze how they knew which character each student portrayed.

Cooking:

• **Making Vegetable Soup**

YIELD: 3 Quarts

Cooking Materials:

Large sauce pot with lid

Stove

Pot holders

Large Spoon

Ladle

Paper bowls

Napkins

Ingredients:

2 Qts Water

1 Small Onion, diced

1 C Carrots, diced

½ C Green Peppers, diced

1 C Cooked Kidney Beans

1 C Fresh Tomatoes, diced

¼ tsp Pepper

8 Chicken Bouillon Cubes

1 C Potatoes, diced

2 Parsnips, thinly sliced

4 Celery Ribs, thinly sliced

½ C Cooked Chickpeas

1 tsp Garlic, chopped

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Cooking cont.:

Making Vegetable Soup cont.

Directions:

Teacher asks students to name the fresh vegetables as they are added to the pot.

1. Combine water, 4 chicken bouillon cubes and fresh vegetables in a large saucepan and bring to a boil.
2. Stir soup. Cover and simmer for 30 minutes.
3. Add 4 bouillon cubes and the rest of the ingredients, stirring occasionally.
4. Bring soup to a boil. Stir and simmer, covered for 15 minutes.

Extension Activity:

• Compare and Contrast

Teacher reads *Conejito* by Margaret Read MacDonald. This folktale from Panama tells of a clever bunny outwitting a fox who wants to eat him. Compare and contrast the bunny with the farmer and his wife in *The Ogre Bully*.

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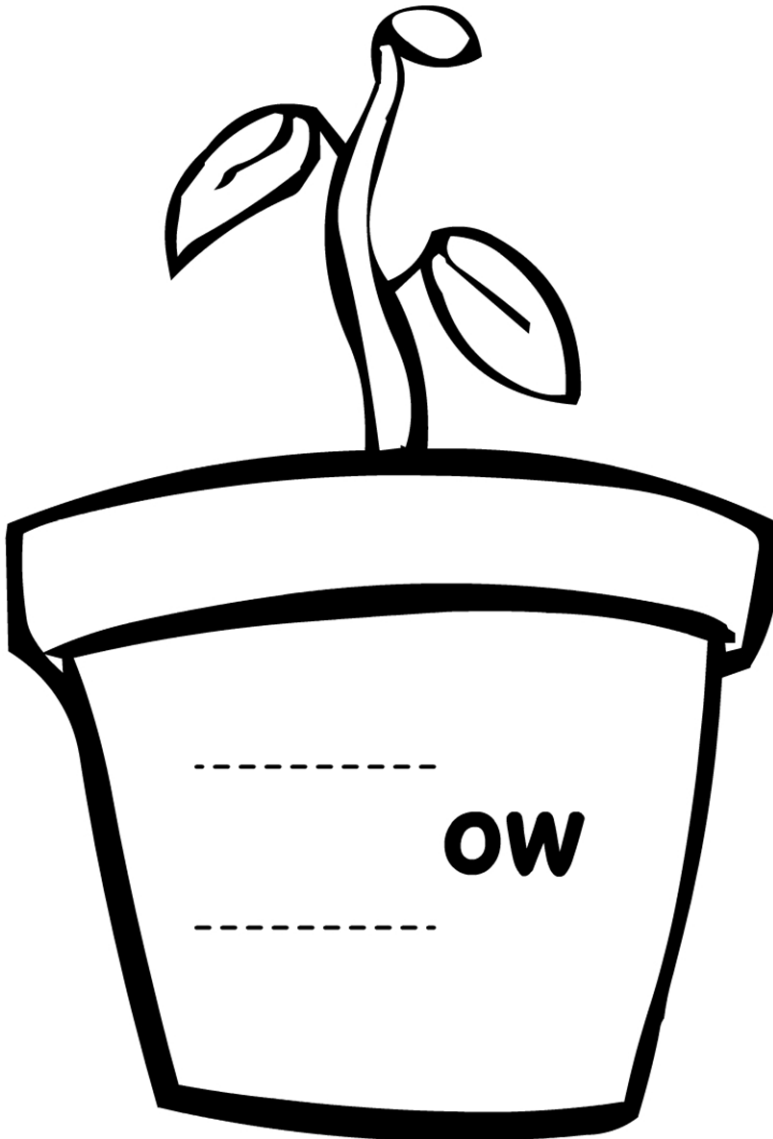
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Name _____ Date _____

Grow Phonics

Directions:

1. Cut out the plant, the letter strip, and the slits in the plant (to the left of /ow/).
2. Feed the letter strip into the slits in the plant.
3. Practice with a partner reading the /ow/ words created by pulling the strip through the opening.



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Name _____ Date _____

Copying Sentences

Directions: Copy the sentences.

1. The corn will grow.

2. I see a crow.

3. Row the boat.

4. It is a tow truck.

5. Can you mow the grass?

6. Did you sow the seeds?

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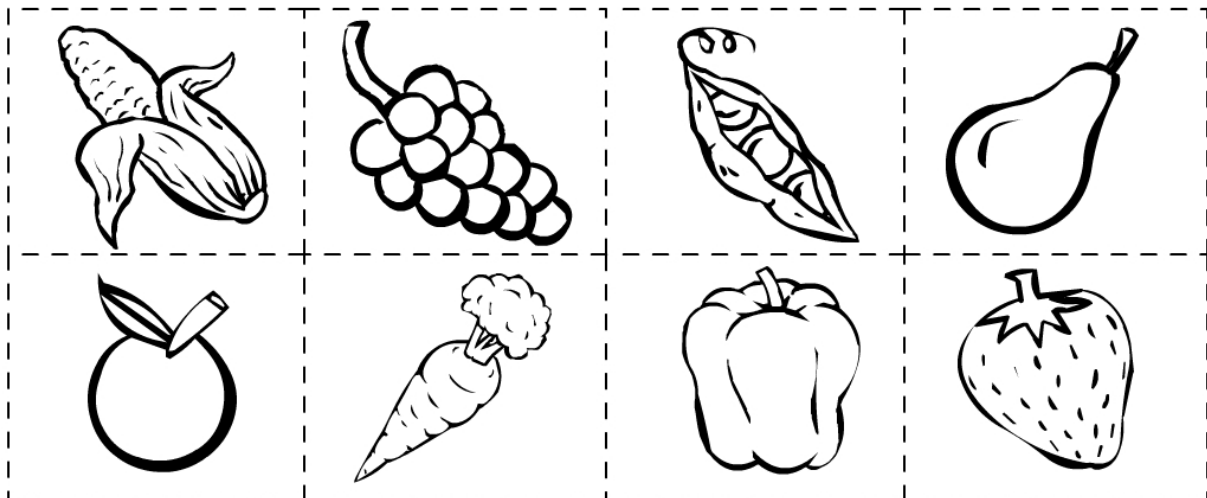
Name _____ Date _____

Making a Garden Map

Directions: Color the pictures. Cut out each picture. Decide if the picture is a fruit or a vegetable. Glue the fruits and vegetables in the correct places.

Fruits

Vegetables



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Name _____ Date _____

Counting Vegetables

Directions: Count how many vegetables are planted in each row. Write the numeral on the line provided. Color the vegetables.









