

# THE OGRE BULLY

Pre-Kindergarten

## **Outcome:**

Students will demonstrate an understanding of the story through discussion, singing, writing, painting, and phonics.

## **Overview:**

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

## **Materials:**

Book, *The Ogre Bully*

Drawing Paper

Crayons

Turnips, carrots, pineapples, and/or beets with their greenery removed

Cutting Board

Knife, for cutting vegetables

Shallow dishes

Water

Containers for growing plants

Soil

Assorted fruits and vegetables cut horizontally in half such as apples, oranges, peppers, and celery

Tempera paint

Pie pans

Smocks

Newspapers

Paper

## **Cooking Materials:**

Blender

Rubber Scraper

Large bowl

Small serving bowls, 1 per small group of students

Small plates

Napkins

Serving spoon

## **Ingredients:**

6 Cherry Tomatoes

1 medium Bell Pepper cut into chunks

½ C Plain Yogurt

½ C Cottage Cheese

½ tsp Dill

½ tsp Celery Seed

Pinch of Salt

Raw cut up Vegetables, about ½ C per student

## **Optional:**

Brennan, Jan. "How Does Your Garden Grow?" *Treasured Time with Five-to Ten -Year Olds*. Little Rock: August House, 1990. 68-70.

Forest, Heather. *The Little Red Hen*. Little Rock: August House, 2006.

## Assessment Tools:

- “Letter T” worksheet
- “Top and Bottom” worksheet
- “Farmer Goes to the Market” worksheet

## INSTRUCTIONAL PLAN

### Introduction:

Teacher:

- Asks students to share experiences of planting vegetables or tending a garden.
- Asks what materials and tools are required to plant a garden.
- Asks students if they know any songs or poems about gardens or gardening.
- Asks students to share experiences of visiting a farm.
- Teaches students the following songs:

#### **“The Gardener Plants the Seeds” sung to the tune of “The Farmer in the Dell”**

The gardener plants the seeds.  
The gardener plants the seeds.  
Heigh-o the derry-o,  
The gardener plants the seeds.

The rain waters the seeds, etc.  
The sun warms the seeds, etc.  
The seeds grow into plants, etc.  
The plants produce some fruit, etc.  
The gardener picks some fruit, etc.  
The gardener eats some fruit, etc.  
The gardener saves some seeds, etc.  
The gardener plants some seeds, etc.

#### **“Rain, Rain Come Today” sung to the tune of “Rain, Rain Go Away”**

Rain, rain, come today,  
On this gentle day in May.  
I planted seeds yesterday,  
Please come water them today.

- These songs and more gardening activities can be found in “How Does Your Garden Grow?” on pages 68-70 in *Treasured Time with Five-to Ten-Year Olds* by Jan Brennan.

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## **Teacher Reads the Story:**

### **Materials:**

Book, *The Ogre Bully*

### **Directions:**

- Teacher asks students what an ogre is. (A fairy tale giant that is mean or cruel)
- Teacher tells students that they will listen to a story about a farmer and his family who had a problem. Teacher tells students to listen carefully so that they will know what problem the farmer had and how he solved his problem.

## **Discussion Questions for Assessing Students' Comprehension:**

- Who are the characters in the story?
- What did the farmer see when he was plowing his field?
- What is an ogre bully?
- When the ogre said that he wanted to take the top part of the plants, what did the farmer do?
- How did the ogre feel about getting the top part of the carrots?
- How would you feel?
- When the ogre said that he wanted the bottom half (roots) of the plant, what did the farmer do?
- How did the ogre feel when he got the roots of the tomato plants?
- What kind of race did the farmer have with the ogre?
- Who won the race? Why?
- Where did the ogre go?
- How did the farmer and his wife feel at the end of the story?
- What problem did the farmer and his family have?
- The farmer and his wife saved their farm by out-smarting the ogre. Tell how they did this.

## **Phonics:**

- **“Letter T” worksheet**

### **Materials:**

“Letter T” worksheet

Crayons

### **Directions:**

Students color in the pictures that start with the sound made by the letter /t/.

## **Language Arts:**

- **Inferences**

### **Directions:**

Teacher tells students to listen carefully to the clues so that they can guess the story words.

1. I am a man. I live on the farm. I plow my fields and plant vegetables. Who am I? (farmer)
2. I am a woman. I live on the farm. I have good ideas. I help my husband. Who am I? (farmer's wife)
3. I am an orange vegetable. The farmer planted me because I grow underground. I am a root vegetable. What am I? (carrot)

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## **Language Arts cont.:**

### **Inferences cont.**

4. I grow above the ground. I am red, round, and juicy. I have a lot of seeds. Farmers and gardeners place stakes in the ground to help hold up my greenery. What am I? (tomato)
5. I am the place that the farmer goes to sell his vegetables. What am I? (market)
6. I tried to take the farmer's vegetables and his land. Who am I? (ogre)
7. I pull the farmer's cart full of vegetables. I was afraid of the ogre and made the farmer pull the cart himself. Who am I? (ox)

### **• Top and Bottom**

#### **Materials:**

"Top and Bottom" worksheet

Red and blue crayons

#### **Directions:**

1. Put a RED X on the top of each picture.
2. Put a BLUE X on the bottom of each picture.

## **Dramatic Arts:**

### **• Show How Your Garden Grows**

#### **Directions:**

Teacher:

1. Reviews with students how plants grow from seeds.
2. Divides the class into 2 groups: "seeds" and "gardeners."
3. Tells the "seeds" to lie on the floor and curl up into tight balls.
4. Tells gardeners to pretend to place soil over the seeds and then water the seeds.
5. Tells students, "The warm sun is shining down on the seeds."
6. Tells the "seeds" to start to uncurl themselves and then extend their legs to form the roots of the plant.
7. Tells "seeds" to slowly stand up and raise their hands over their heads.
8. Tells "seeds" that their torsos are the plant stems and their extended arms and hands are the leaves of the plant. Teacher tells them to reach up towards the sun.
9. Asks each "seed" what kind of plant he or she is.
10. Tells the students to change roles. The "seeds" become the "gardeners" and the "gardeners" become the "seeds."

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## **Science:**

### • **Tops Garden**

#### Materials:

Turnips, carrots, pineapples, and/or beets with their greenery removed

Knife, (for teacher's use only)

Cutting Board

Shallow dishes

Water

Containers for growing plants

Soil

Drawing Paper

Crayons

#### **Directions:**

1. In the presence of the students, teacher horizontally cuts off the tops of the fruits and vegetables, leaving at least an inch of the fruit or vegetable.
2. Students place one top from turnips, carrots, pineapples, or beets in each shallow dish of water with the cut side facing down into the water.
3. Students predict what will happen and draw pictures of their predictions.
4. Teacher makes a wall display of students' pictorial depictions.
5. Students monitor the plants. In a few days, greens will start to grow.
6. Students transplant the plants in soil, one per container.
7. Teacher leads discussion on predictions and outcomes.

## **Art:**

### • **Fruit and Vegetable Prints**

#### Materials:

Cutting Board

Assorted fruits and vegetables cut in half horizontally (to expose the inner pattern) such as apples, oranges, peppers, and celery

Tempera paint

Pie pans

Smocks

Newspapers

Paper

#### **Directions:** Teacher:

1. Covers tables with newspapers.
2. Cuts fruits and vegetables in half horizontally.
3. Pours paint into pie pans to create shallow pool.
4. Tells students to dip the fruit and vegetable pieces into the paint so that the cut side goes into the paint. Teacher tells students to allow the extra paint to drip back into the pie pan.
5. Tells students to use the fruit and vegetables as stamps, gently pressing the "stamps" onto the paper and then gently lifting them straight up.
6. Suggests that students might want to overlap shapes and colors to see what new colors and shapes are created where the prints overlap.

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## Pre-Writing:

### • **Farmer Goes to Market**

#### Materials:

“Farmer Goes to Market” worksheet

Crayons

#### Directions:

Students trace the dotted lines and show the path the farmer takes to the market to sell his vegetables.

## Cooking:

### • **Chunky Vegetable Dip**                      YIELD: about 1 $\frac{3}{4}$ cups

#### Materials:

Blender

Rubber Scraper

Large bowl

Small serving bowls, 1 per small group of students

Small plates

Napkins

Serving spoon

#### Dip Ingredients:

6 Cherry Tomatoes

1 medium Bell Pepper, cut into chunks

$\frac{1}{2}$  C Plain Yogurt

$\frac{1}{2}$  C Cottage Cheese

$\frac{1}{2}$  tsp Dill

$\frac{1}{2}$  tsp Celery Seed

Pinch of Salt

Raw cut up Vegetables, about  $\frac{1}{2}$  C per student, set aside

#### Directions:

1. Place all Dip Ingredients into a blender (DO NOT blend the raw vegetables) and process until chunky and well blended.
2. Scrape dip into serving bowls, one to each group of students.
3. Apportion  $\frac{1}{2}$  C of raw, cut vegetables to each student.
4. Serve dip with raw, cut up vegetables.
5. This recipe and another recipe for vegetable dip can be found in “How Does Your Garden Grow?” on pages 68-70 in *Treasured Time with Five-to Ten-Year-Olds* by Jan Brennan.

## Extension Activity:

### • **Compare and Contrast**

Teacher reads *The Little Red Hen* by Heather Forest. This story tells of a hard-working hen who plants wheat, pulls the weeds, cuts the wheat, mills the wheat, grinds the wheat to flour, and bakes a cake.

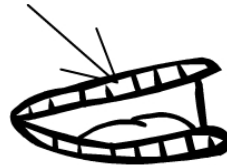
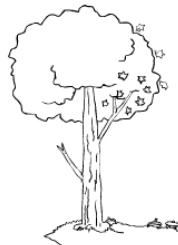
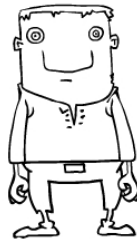
Students compare and contrast this farm story with *The Ogre Bully*.

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Name \_\_\_\_\_ Date \_\_\_\_\_

## Letter T



# THE OGRE BULLY

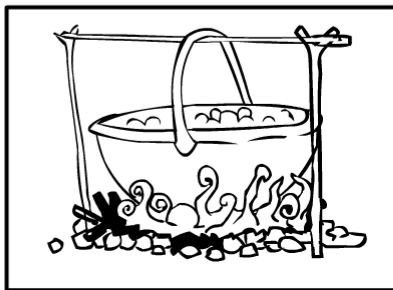
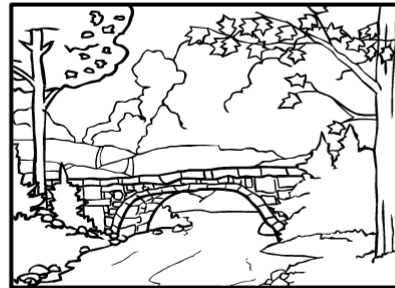
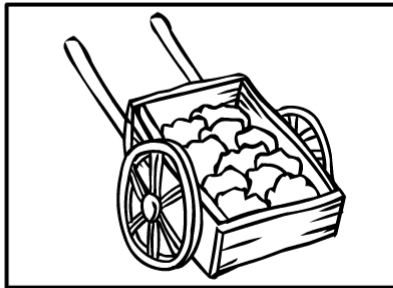
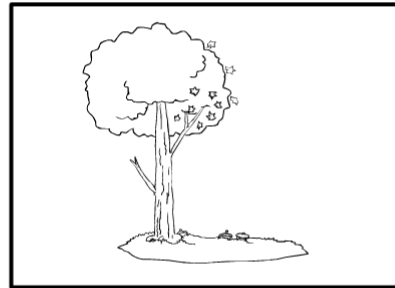
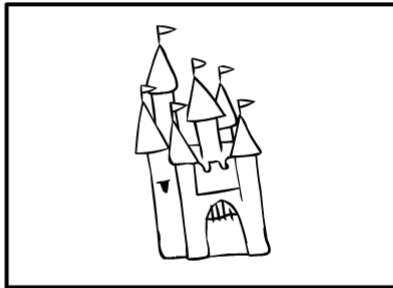
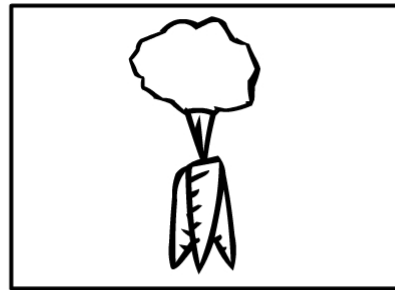
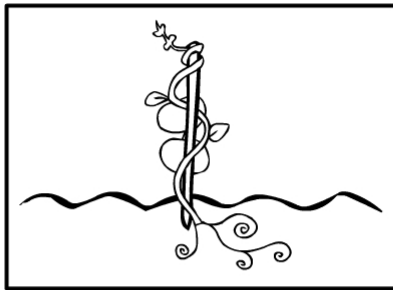
Pre-Kindergarten

Name \_\_\_\_\_ Date \_\_\_\_\_

## Top and Bottom

### Directions:

1. Put a red X on the top of each picture.
2. Put a blue X on the bottom of each picture.



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Name \_\_\_\_\_ Date \_\_\_\_\_

## Farmer Goes to Market

**Directions:** Trace the dotted lines and show the path the farmer takes to the market to sell his vegetables.

