

The Ogre Bully

Written by Aaron Hoffmire

ABOUT THE BOOK

GUIDED READING:

J

LEXILE LEVEL:

660L

CHARACTER

TRAITS:

Courage
Fairness
Resourcefulness

REGION:

Europe

ISBN:

978-0-874838-03-9

COMMON CORE

STANDARDS

NOTE:

Find correlating
Common Core
Standards at the
head of each activity
section.

Outcome

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

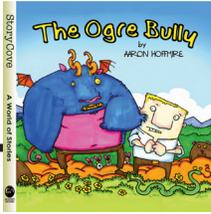
Overview

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

Materials

General

- Book, *The Ogre Bully*
- Paper
- Crayons
- Scissors
- Lined paper
- Pencils
- Glue sticks
- Blackboard or Whiteboard
- Sweet potatoes with buds
- Glass jars
- Toothpicks



The Ogre Bully

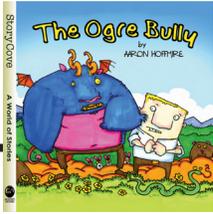
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Cooking Activities

- Large sauce pot with lid
- Stove
- Pot holders
- Large Spoon
- Ladle
- Paper bowls
- Napkins
- 2 Qts Water
- 8 Chicken Bouillon Cubes
- 1 Small Onion, diced
- 1 Cup Potatoes, diced
- 1 Cup Carrots, diced
- 2 Parsnips, thinly sliced
- ½ Cup Green Peppers, diced
- 4 Celery Ribs, thinly sliced
- 1 Cup Cooked Kidney Beans
- ½ Cup Cooked Chickpeas
- 1 Cup Fresh Tomatoes, diced
- 1 Tsp Garlic, chopped
- ¼ Tsp Pepper

Optional: Extension Activities

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



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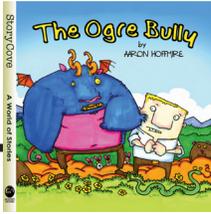
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Assessment Tools

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

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Introduction

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.2:

Retell familiar stories, key details

CCSS.ELA-LITERACY.

RL.K.4:

Unknown words in a text

Introducing the Story

Directions:

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

Directions:

- 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.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

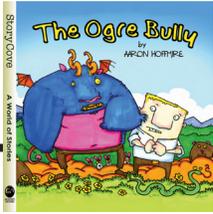
RL.K.10:

Group reading activities with purpose

CCSS.ELA-LITERACY.

RL.K.7:

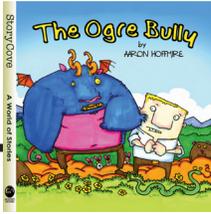
Illustrations



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- Teacher rereads the story showing the illustrations.
- Teacher and students compare the book's illustrations with the students' drawings.



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Discussion Questions

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.1:

Details in a text

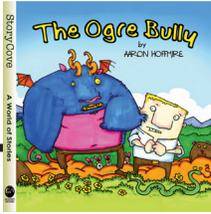
CCSS.ELA-LITERACY.

RL.K.3:

Identify characters,
settings, and events in a
story

For Assessing 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?
- 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?



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Language Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.K.3:

Grade level phonics

CCSS.ELA-

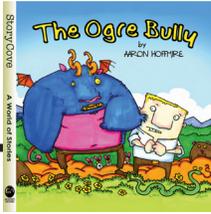
LITERACY.L.K.5.C:

Identify connections

Simon Says

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.”
 - Simon says, “Raise your hands over your head.”
Simon says, “Put your hands under your chin.”
 - Simon says, “Put your right leg over your left leg.”
 - Simon says, “Put your right leg under your left leg.”
 - Simon says, “Put your left hand under your right hand.”
 - Simon says, “Put your left hand over your right hand.”
 - Simon says, “Put a piece of paper over your stomach.”
 - Simon says, “Put a piece of paper under your foot.”
 - Simon says, “Put your fingers over your socks.”
 - Simon says, “Put your fingers under your socks.”
 - Simon says, “Put 1 hand above your knee.”
 - Simon says, “Put 1 hand below your chin.”
 - Simon says, “Hold 1 foot above your knee on your other leg.”
 - Simon says, “Put both of your elbows right above your knees.”
 - Simon says, “Put your thumb below your waist.”



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- Simon says, “Raise your hands above your ears.”
- Simon says, “Put your ring fingers under your eyes.”
- Simon says, “Tell me how above/below and over/under are important in The Ogre Bully.”

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.K.1:

Collaborative
conversations

CCSS.ELA-LITERACY.

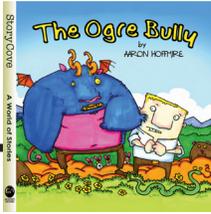
RF.K.2.B:

Segmented syllables

Syllable Walk

Directions:

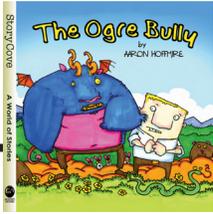
- Teacher reviews the concept of syllables and counting syllables in words.
- Teacher reads words, one at a time, to students.
- Teacher instructs students to repeat each word stepping forward heel to toe, one step for each syllable.
- When students reach the other side of the room or a predetermined spot, they turn around and “syllable walk” back.
 - Farmer
 - Ogre
 - Family
 - Village
 - Farm
 - Food
 - Spring
 - Field
 - Plowing
 - Valley
 - Plants
 - Eat



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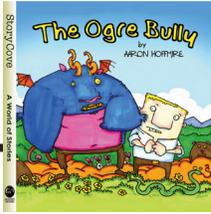
- Sell
- Wife
- Half
- Worry
- Underground
- Carrots
- Roots
- Planted
- Tasty
- Anything
- Market
- Ox
- Nobody
- Complained
- Tomatoes
- Chance
- Challenged
- Fastest
- Test
- Winner
- Plan
- Gathered
- Prepared
- Tools
- Race
- Feeling
- Sharpen



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- Forget
- Everyone
- Surprise
- Drifted
- Away
- Puff
- Wind
- Happy
- Anything



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Phonics

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.K.2.A:

Rhyming words

CCSS.ELA-

LITERACY.L.K.1.A/

CCSS.ELA-

LITERACY.L.K.1.B/

CCSS.ELA-

LITERACY.L.K.1.C/

CCSS.ELA-

LITERACY.L.K.1.D/

CCSS.ELA-

LITERACY.L.K.1.E/

CCSS.ELA-

LITERACY.L.K.1.F:

Uppercase and lowercase letters, produce complete sentences

Grow Phonics

Materials:

- “Grow” Phonics worksheet
- “Copying Sentences” worksheet
- Scissors
- Lined paper
- Pencils

Directions:

- Teacher divides the class into three groups.

Group A:

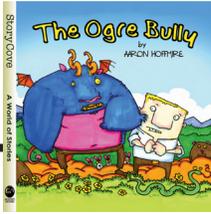
- Students complete the “Grow” Phonics worksheet.
- Students cut out the plant, the letter strip, and the slits in the plant (to the left of /ow/).
- Students feed the letter strip into the slits in the plant.
- Students practice with a partner reading the /ow/ words created by pulling the strip through 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.



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Math

COMMON CORE STANDARDS

CCSS.MATH.
CONTENT.K.CC.A.3:
Writing numbers

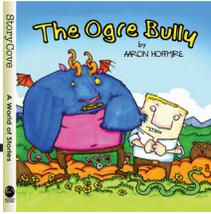
Counting Vegetables

Materials:

- "Counting Vegetables" worksheet
- Pencils
- Crayons

Directions:

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



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Science

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.K.5.A:

Categories

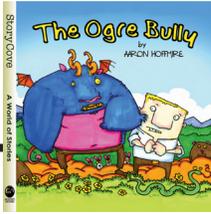
Making a Garden Map

Materials:

- “Making a Garden Map” worksheet
- Crayons
- Scissors
- Glue sticks
- Blackboard or Whiteboard

Directions:

- 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.)
- Asks students to name vegetables that they would like to grow in a garden.
- Records responses on the board.
- Asks students to name fruits that they would like to grow in a garden.
- Tells students to color the pictures of fruits and vegetables on the bottom of the “Making a Garden Map” worksheet.
- Tells students to cut out the pictures and glue them in the appropriate part of the garden.



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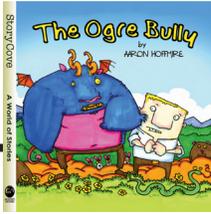
Growing a Sweet Potato Plant

Materials:

- Sweet potatoes with buds
- Glass jars
- Toothpicks

Directions:

- Students rinse out the glass jars.
- Place one sweet potato into each glass jar, with the small end of the potato down.
- Use four toothpicks poked into the potato, at 4 oppositional points, evenly spaced, if the mouth of the jar is too large.
- Fill the jars with water so that at least an inch of the bottom of each potato is wet.
- Place jars in a sunny location.
- Ask students to make predictions.
- 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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Dramatic Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.3:

Identify characters,
settings, events in a story

CCSS.ELA-LITERACY.

RL.K.9 :

Compare and contrast
characters

CCSS.ELA-LITERACY.

SL.K.1:

Collaborative
conversations

CCSS.ELA-LITERACY.

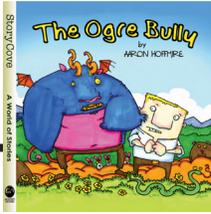
SL.K.6:

Speak audibly, clear
ideas

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.



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Cooking

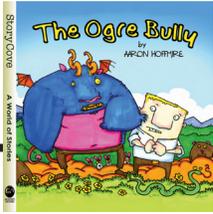
Vegetable Soup

Materials:

- Large sauce pot with lid
- Stove
- Pot holders
- Large Spoon
- Ladle
- Paper bowls
- Napkins
- 2 Qts Water
- 8 Chicken Bouillon Cubes
- 1 Small Onion, diced
- 1 Cup Potatoes, diced
- 1 Cup Carrots, diced
- 2 Parsnips, thinly sliced
- ½ Cup Green Peppers, diced
- 4 Celery Ribs, thinly sliced
- 1 Cup Cooked Kidney Beans
- ½ Cup Cooked Chickpeas
- 1 Cup Fresh Tomatoes, diced
- 1 Tsp Garlic, chopped
- ¼ Tsp Pepper

Directions:

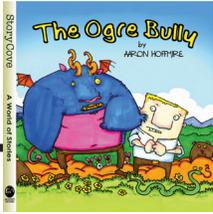
- Teacher asks students to name the fresh vegetables as they are added to the pot.
- Combine water, 4 chicken bouillon cubes and fresh vegetables in a large saucepan and bring to a boil.



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- Stir soup. Cover and simmer for 30 minutes.
- Add 4 bouillon cubes and the rest of the ingredients, stirring occasionally.
- Bring soup to a boil. Stir and simmer, covered for 15 minutes.



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Extension Activity

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.K.9:

Compare and contrast
characters

Compare and Contrast

Directions:

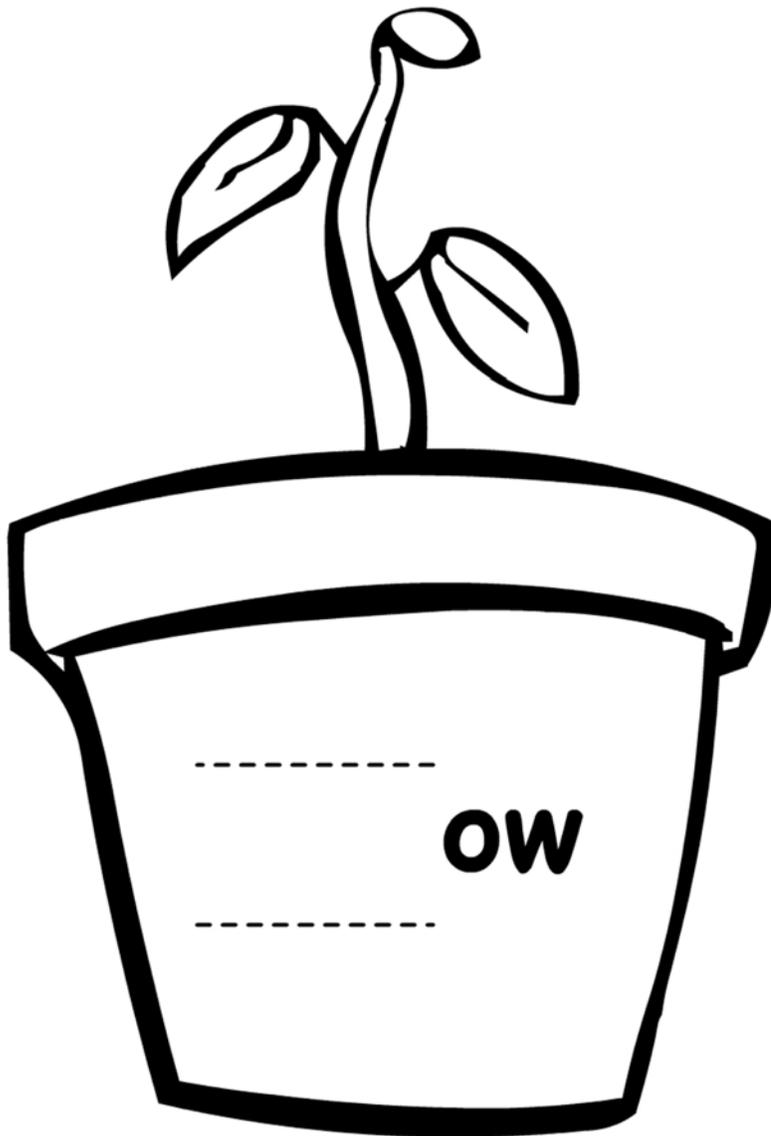
- Teacher reads *Conejito* by Margaret Read MacDonald.
- This folktale from Panama tells of a clever bunny outwitting a fox who wants to eat him.
- Compare and contrast the bunny with the farmer and his wife in *The Ogre Bully*.

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.





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?

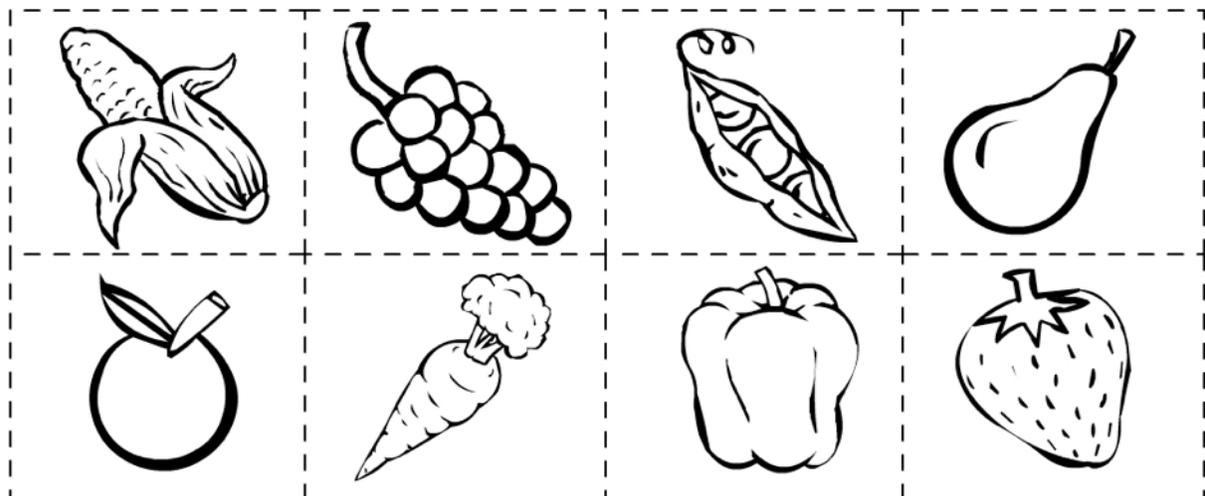
Name _____ Date _____

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



Name _____ Date _____

Counting Vegetables

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









