

ABOUT THE BOOK

GUIDED READING:

J

LEXILE LEVEL:

660L

**CHARACTER
TRAITS:**

Courage
Fairness
Resourcefulness

REGION:

Europe

ISBN:

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The Ogre Bully

Written by Aaron Hoffmire

Outcome

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

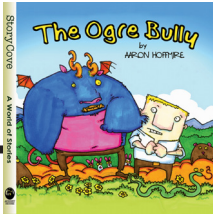
Overview

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

Materials

General

- 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



The Ogre Bully

PreK

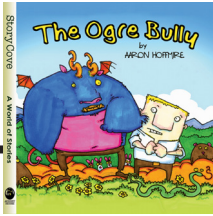
- Tempera paint
- Pie pans
- Smocks
- Newspapers
- Paper

Cooking Activities

- Blender
- Rubber Scraper
- Large bowl
- Small serving bowls, 1 per small group of students
- Small plates
- Napkins
- Serving spoon
- 6 Cherry Tomatoes
- 1 Medium Bell Pepper cut into chunks
- ½ Cup Plain Yogurt
- ½ Cup Cottage Cheese
- ½ Tsp Dill
- ½ Tsp Celery Seed
- Pinch of Salt
- Raw cut up Vegetables, about ½ Cup per student

Optional: Extension Activities

- 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.



The Ogre Bully

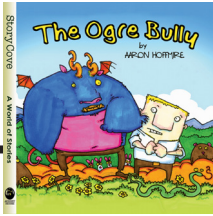
PreK

Assessment Tools

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

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The Ogre Bully

PreK

Introduction

Introducing the Story

Directions:

- 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 Gardner 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.

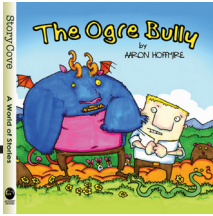
The plants produce some fruit, etc.

The gardener picks some fruit, etc.

The gardener eats some fruit, etc.

The gardener saves some seeds, etc.

The gardener plants some seeds, etc.



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- “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.

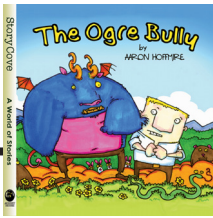
Teacher Reads the Story

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.



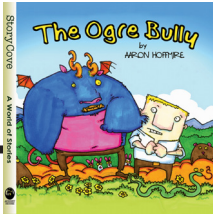
The Ogre Bully

PreK

Discussion Questions

For Assessing 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.



The Ogre Bully

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Language Arts

Inferences

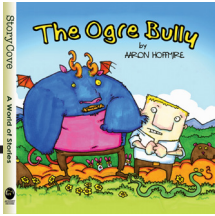
Directions:

- Teacher tells students to listen carefully to the clues so that they can guess the story words.
 - I am a man. I live on the farm. I plow my fields and plant vegetables. Who am I? (farmer)
 - I am a woman. I live on the farm. I have good ideas. I help my husband. Who am I? (farmer's wife)
 - I am an orange vegetable. The farmer planted me because I grow underground. I am a root vegetable. What am I? (carrot)
 - 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)
 - I am the place that the farmer goes to sell his vegetables. What am I? (market)
 - I tried to take the farmer's vegetables and his land. Who am I? (ogre)
 - 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

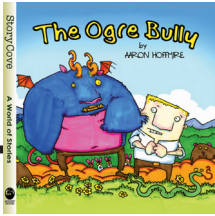


The Ogre Bully

PreK

Directions:

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



The Ogre Bully

PreK

Phonics

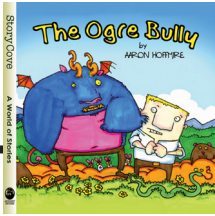
Letter T

Materials:

- "Letter T" worksheet
- Crayons

Directions:

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



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Pre-Writing

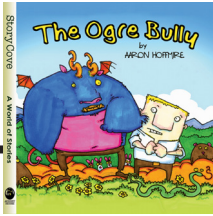
Farmer Goes to Market

Materials:

- "Farmer Goes to Market" worksheet
- Crayons

Directions:

- Students trace the dotted lines
- Show the path the farmer takes to the market to sell his vegetables.



The Ogre Bully

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Science

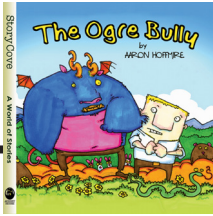
Tops Garden

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:

- 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.
- 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.
- Students predict what will happen and draw pictures of their predictions.
- Teacher makes a wall display of students' pictorial depictions.
- Students monitor the plants. In a few days, greens will start to grow.
- Students transplant the plants in soil, one per container.
- Teacher leads discussion on predictions and outcomes.



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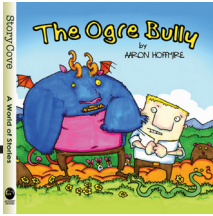
PreK

Dramatic Arts

Show How Your Garden Grows

Directions:

- Teacher reviews with students how plants grow from seeds.
- Divides the class into 2 groups: “seeds” and “gardeners.”
- Tells the “seeds” to lie on the floor and curl up into tight balls.
- Tells gardeners to pretend to place soil over the seeds and then water the seeds.
- Tells students, “The warm sun is shining down on the seeds.”
- Tells the “seeds” to start to uncurl themselves and then extend their legs to form the roots of the plant.
- Tells “seeds” to slowly stand up and raise their hands over their heads.
- 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.
- Asks each “seed” what kind of plant he or she is.
- Tells the students to change roles. The “seeds” become the “gardeners” and the “gardeners” become the “seeds.”



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Art

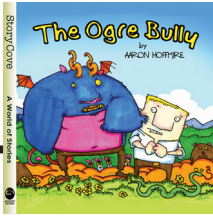
Fruit and Vegetable Prints

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:

- Covers tables with newspapers.
- Cuts fruits and vegetables in half horizontally.
- Pours paint into pie pans to create shallow pool.
- 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.
- Tells students to use the fruit and vegetables as stamps, gently pressing the “stamps” onto the paper and then gently lifting them straight up.
- 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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Cooking

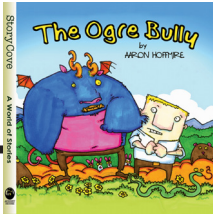
Vegetable Dip

Materials:

- Blender
- Rubber Scraper
- Large bowl
- Small serving bowls, 1 per small group of students
- Small plates
- Napkins
- Serving spoon
- 6 Cherry Tomatoes
- 1 Medium Bell Pepper, cut into chunks
- ½ Cup Plain Yogurt
- ½ Cup Cottage Cheese
- ½ Tsp Dill
- ½ Tsp Celery Seed
- Pinch of Salt
- Raw cut up Vegetables, about ½ Cup per student, set aside

Directions:

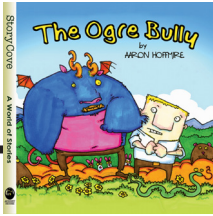
- Place all Dip Ingredients into a blender (DO NOT blend the raw vegetables) and process until chunky and well blended.
- Scrape dip into serving bowls, one to each group of students.
- Apportion ½ cup of raw, cut vegetables to each student.



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- Serve dip with raw, cut up vegetables.
- 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.



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Extension Activity

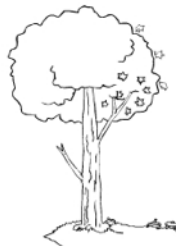
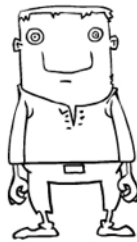
Compare and Contrast

Directions:

- 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*.

Name _____ Date _____

Letter T



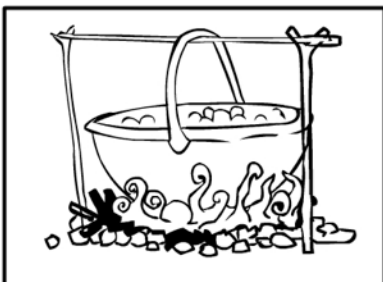
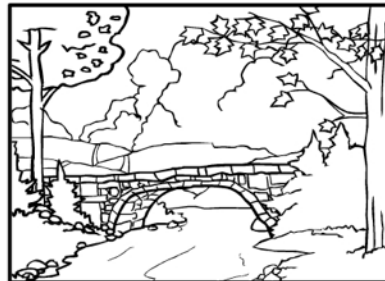
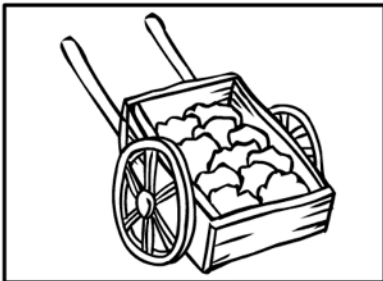
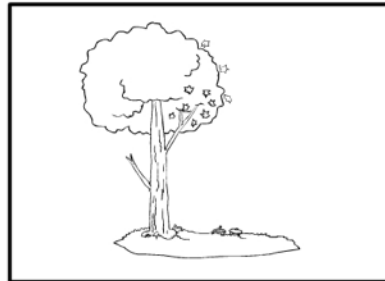
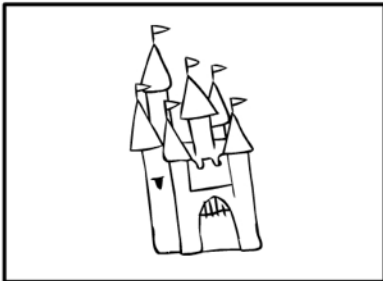
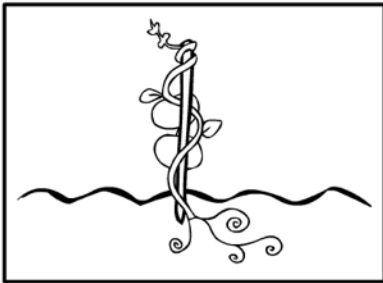
Name _____

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.



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.

