

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, reading, writing, sequencing, analyzing, drawing, and role-playing.

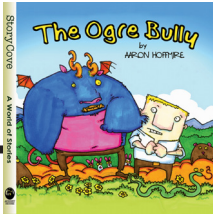
Overview

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

Materials

General

- Book, *The Ogre Bully*
- Map or globe
- Lined paper
- Unlined paper
- Pencils
- Markers
- Lima beans (5 per student)
- Bowl of water
- Magnifying glasses
- Cups or small containers
- Soil



The Ogre Bully

Second Grade

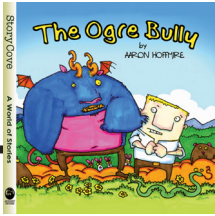
- Rulers
- Long sheets of paper, 1 per student (about 24 inches long and at least 6 inches wide)
- Large sheets of paper or poster board
- Scissors
- Brass paper fasteners to make spinners
- Construction paper (various colors)
- Small tokens (to be used as game markers)

Cooking Activities

- 1 ½-Qt. baking dish
- Baking Pan with high sides (at least 3 inches) with dimensions larger than baking dish
- Stove and oven
- Large spoon
- Pot holders
- 1 Medium mixing bowl
- 3 Cups Milk
- 1 ½ Cups Cooked Rice
- ½ Cup Sugar
- 1 ½ TBL Butter, melted
- ½ Tsp Cinnamon
- 3 Eggs, beaten
- Cooking spray to grease baking dish
- 1 Almond (optional)

Optional: Extension Activities

- Tingle, Tim. *When Turtle Grew Feathers*. Atlanta: August House, 2007.



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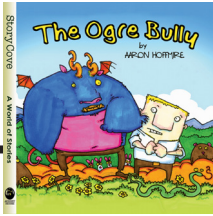
Second Grade

Assessment Tools

- “Story Summary” worksheets A and B
- “Using Resources” worksheet
- “Swedish Proverbs” worksheet

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Introduction

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.2:

Recount stories, central message

Introducing the Story

Materials:

- Map or globe

Directions:

- Tells students that they will be reading a folktale from Sweden.
- Asks students what they know about Sweden.
- Helps students locate Sweden on a map or globe and points out neighboring countries and bodies of water.
- Shares the following facts about Sweden with students:
 - Sweden is the fourth largest country in Europe.
 - More than half of the land is covered with forests.
 - Lakes and rivers make up about one third of its total land area.
 - Most people live in the southern part of the country, where the climate is mild and the soil is fertile.
 - Most of the farming takes place in the southern part of the country.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.2.4.C:

Context clues

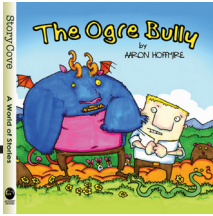
Teacher Reads the Story

Materials:

- Book, *The Ogre Bully*

Directions:

- Asks students what an ogre is. (a fairy tale giant that is mean or cruel)
- Distributes the books and tells students to each read one page aloud.



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Discussion Questions

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.1:

Key details

CCSS.ELA-LITERACY.

RL.2.3:

Character response

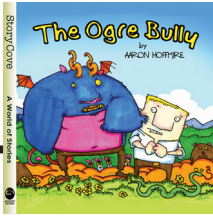
CCSS.ELA-LITERACY.

RL.2.5:

Story structure

For Assessing Comprehension

- What is the setting of the story?
- In what part of Sweden do you think the story takes place?
- In what month did the beginning of the story take place? (Hint: He saw the ogre the first day of spring)
- Who are the characters in the story?
- What is the conflict or problem?
- Why did the family live on a farm?
- What vegetable did the farmer first plant? Why?
- What was the second vegetable that the farmer planted? Why?
- The ogre gave the farmer a chance to save his field. To what contest did the ogre challenge the farmer?
- Why didn't the farmer and the ogre use lawn mowers to cut the grass? (Hint: read first line of the story)
- What plan did the farmer's wife have for the race?
- How did the farmer and the ogre each feel before the race?
- Why didn't the farmer have to stop and sharpen his tool during the race?
- What did the ogre say about farm work?
- What happened to the ogre?
- What lesson did the farmer learn?
- Do you think the ogre ever returned?
- Have you ever had a bully bother you? What did you do?



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Language Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.1:

Key details

CCSS.ELA-LITERACY.

RL.2.2:

Recount stories, central message

CCSS.ELA-LITERACY.

RL.2.5:

Story structure

CCSS.ELA-

LITERACY.L.2.1.G:

Legible handwriting

CCSS.ELA-

LITERACY.W.2.3:

Narratives

Story Summary

Materials:

- “Story Summary” worksheets A and B
- Lined paper
- Unlined paper
- Pencils

Directions:

- Explains that a story summary tells what happens at the beginning, the middle, and the end of a story.
- Divides the class into three groups.

Group A:

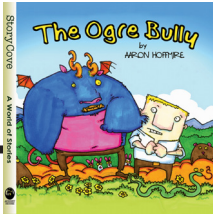
- Students read each sentence and number the sentences in the order in which they occurred in the story.
- On another sheet of paper, students copy the sentences in the correct order to create a summary of the story.

Group B:

- Students read the sentences below and add at least two more sentences to the beginning, middle, and end of the story to complete the story summary.

Group C:

- Students write a summary of the story and tell what happened in the beginning, the middle, and the end of the story.



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COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.W.2.8:
Recall information
CCSS.ELA-
LITERACY.L.2.2.E:
Adjectives/
adverbs

Using Resources

Materials:

- “Using Resources” worksheet
- Pencils

Directions:

- Teacher tells students to pretend they are going to plant a vegetable garden and need some help.
- Students complete the “Using Resources” worksheet. Students read the list of resources available and the sentences. Students choose the resources they would use to find the necessary information and write the answer on the line provided.
- After completing the activity, teacher asks students what other things they would need or need to know in order to plant a garden.
- Teacher asks students how they can find the requested information. “Using Materials” worksheet
- Resources available include dictionary, atlas, phone book, newspaper, and encyclopedia.

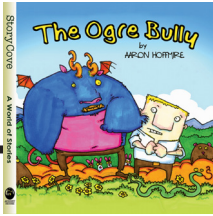
COMMON CORE STANDARDS

CCSS.ELA-LITERACY.
SL.2.1:
Collaborative
conversations
CCSS.ELA-LITERACY.
SL.2.4:
Facts and relevant details
CCSS.ELA-LITERACY.
SL.2.6:
Complete sentences

Swedish Proverbs

Materials:

- “Swedish Proverbs” worksheet
- Markers



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Directions:

- Teacher explains that proverbs are well-known sayings that contain folk wisdom. They are short popular sayings that express an obvious truth. Proverbs are found in every culture. They are passed down from parents to children to teach them lessons they will remember.
- Teacher gives examples of popular proverbs with which students may be familiar (e.g. “The early bird gets the worm”) and discusses meanings.
- Teacher asks students to share proverbs that they know.
- Teacher divides the class into pairs. Each pair reviews the “Swedish Proverbs” worksheet together and discusses the meaning of each proverb.
- Each pair of students chooses a proverb and illustrates it.
- Teacher leads a discussion about the meanings of the proverbs and students share their illustrations.

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

SL.2.4:

Facts and relevant details

CCSS.ELA-LITERACY.

SL.2.1:

Collaborative
conversations

CCSS.ELA-LITERACY.

SL.2.6:

Complete sentences

CCSS.ELA-LITERACY.

RL.2.7:

Illustrations

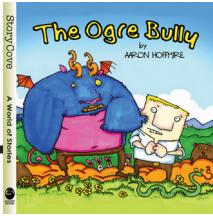
Analysis

Materials:

- Book, *The Ogre Bully*

Directions:

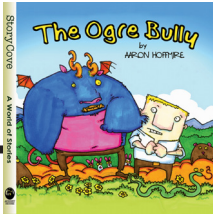
- Distributes books and tells students to look at the illustrations.
- Asks students what they notice about the illustrations.
- Asks students why they think the illustrator placed small drawings on the bottom of each page.



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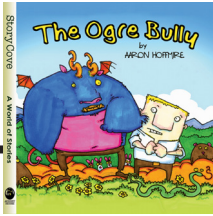
- Explains that sometimes an illustration at the bottom of the page can echo what is happening above, can symbolize what is going on in a different way, or can foreshadow what is coming up in the story.
- Teacher and students review the illustrations, then students brainstorm the meaning of the illustrations.
- Page 2: The chicken is leading into the farm scene.
- Page 3: Bulls and cows represents the husband and wife farmers. The cows are part of the farm setting.
- Page 4: The robin signifies the beginning of spring (the story starts on the first day of spring)
- Pages 6 & 7: The mouse represents the farmer and the cat represents the ogre: weak creature vs. bully relationship.
- Pages 8 & 9: The fox represents the farmer and the dog represents the ogre. In a foxhunt, the dog chases the fox.
- Page 11: The carrots foreshadow their appearance on the next page. Page 15: The squirrel foreshadows its appearance on the next page. Page 16: The leaves foreshadow their appearance on the next page. Page 17: The tomato foreshadows its appearance on the next page.
- Page 20: The horse shoes foreshadow the appearance of a horseshoe on the next page. Page 21: The mother and baby pig represent the mother farmer and her baby.
- Page 22: The scythe foreshadows its appearance on the next page.
- Page 23: The wooden stakes foreshadow their importance on the next page.



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- Pages 24 & 25: The tortoise and the hare remind the reader of the race between the tortoise and the hare and the race's parallel to this story's plot.
- Page 27: The sheep are together in a group and represent the gathering together of the group in celebration.



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Science

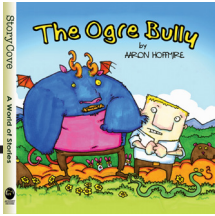
Seed Exploration

Materials:

- Lima beans (5 per student)
- Bowl of water
- Magnifying glasses
- Cups or small containers
- Soil
- Rulers
- Long sheets of paper, 1 per student (about 24 inches long and at least 6 inches wide)
- Unlined paper
- Markers

Directions:

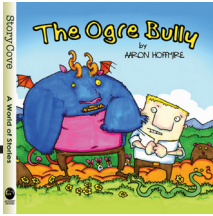
- Soak the lima beans overnight in a bowl of water.
- Teacher tells students to carefully peel off the seed coat of one bean only and to separate the two halves of the seed.
- Teacher tells students to use the magnifying glass to look at the tiny plant curled up inside. With the magnifying glass, students should be able to see leaves, roots, and a stem.
- Teacher and students plant three lima beans per container. (Do not use beans that have been peeled and split in half.)
- Students water the seeds and place them in a sunny location to grow.



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- As soon as plants begin to grow, students measure them weekly and create a bar graph to document the amount of growth each week.
- Students place the long sheet of paper horizontally and draw a picture of how their plant looks each week and write the date below each picture.



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Dramatic Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.2:

Recount stories, central message

CCSS.ELA-LITERACY.

SL.2.1:

Collaborative conversations

CCSS.ELA-LITERACY.

SL.2.4:

Facts and relevant details

CCSS.ELA-LITERACY.

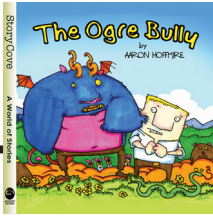
SL.2.6:

Complete sentences

Characters

Directions:

- Teacher tells students that the story demonstrates the character traits of courage, fairness, and resourcefulness.
- Teacher asks students what each word means.
 - Courage—being brave, meeting danger without giving way to fear
 - Fairness—being just and honest
 - Resourcefulness—dealing effectively with a difficult situation or problem
- Teacher divides the class into small groups and tells them to create a skit about one of the character traits.
- Students show their skits to classmates. Classmates try to guess which character trait is shown in each skit.



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Art

Design a Board Game

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.1:

Key details

CCSS.ELA-LITERACY.

RL.2.5:

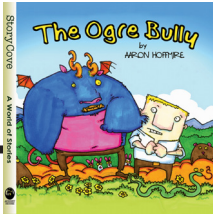
Story structure

Materials:

- Large sheets of paper or poster board
- Markers
- Scissors
- Brass paper fasteners to make spinners
- Construction paper (various colors)
- Small tokens (to be used as game markers)

Directions:

- Teacher reviews story with students including characters, plot, and sequence of events.
- Teacher divides the class into small groups.
- Students brainstorm ideas for a board game about the story.
- Students create the game.
- Students teach classmates how to play the game.



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Cooking

Swedish Pudding

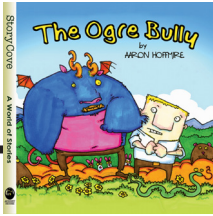
Yields 8 servings

Materials:

- 1 ½-Qt. baking dish
- Baking Pan with high sides (at least 3 inches) with dimensions larger than baking dish Stove and oven
- Large spoon Pot holders
- 1 Medium mixing bowl
- 3 Cups Milk
- 1 ½ Cups Cooked Rice
- ½ Cup Sugar
- 1 ½ TBL Butter, melted
- ½ Tsp Cinnamon
- 3 Eggs, beaten
- Cooking spray to grease baking dish
- 1 Almond (optional)

Directions:

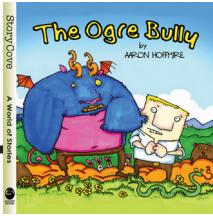
- Pre-heat oven to 350 degrees.
- In a pot, heat milk until just warm.
- Add cooked rice and butter to the milk.
- In a bowl, combine sugar, cinnamon, and eggs.
- Blend milk mixture into egg mixture.
- Pour into a greased baking dish.
- Place an inch of water in the baking pan.
- Stand baking dish in the baking pan of water.



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- Bake at 350 degrees for 1 hour, until set.
- To make authentic Swedish rice pudding, add the almond 10 minutes before the baking is completed. A Swedish traditional belief is that the person who gets the almond in his or her portion will be the next person of the group to get married.



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Extension Activity

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.2.3: Character
response

CCSS.ELA-LITERACY.

RL.2.2:

Recount stories, central
message

Compare and Contrast

Directions:

- Teacher reads *When Turtle Grew Feathers* by Tim Tingle.
- This Native American tale tells of a turtle who was bullied into having a race with a rabbit.
- Compare and contrast this story with *The Ogre Bully*.

Name _____ Date _____

Story Summary**Worksheet A**

Directions: Read the sentences and number the sentences in the order in which they occurred in the story. On another sheet of paper, copy the sentences in the correct order to create a summary of the story.

_____ The ogre could not sell the carrot tops so he said that he would take the roots the next time.

_____ The ogre challenged the farmer to a test of strength.

_____ The ogre said, "This farm work is too hard for me" and turned into a puff of smoke.

_____ The ogre told the farmer that he owned the whole valley and would take the top part of any plant the farmer grew.

_____ Everyone except the ogre was happy.

_____ The farmer planted carrots because they grow underground.

_____ The farmer planted tomatoes because they grow above ground.

_____ The farmer pulled the tomato stakes out of the ground in the part of the field he would cut.



Name _____ Date _____

Story Summary

Worksheet B

Directions: Read the sentences below and add at least two more sentences to the beginning, middle, and end of the story to complete the story summary.

Beginning: The ogre told the farmer that he owned all of the land in the valley. He said that he wanted the tops of all of the farmer's crops. _____

Middle: The Ogre told the farmer that he wanted the bottom of his crops. _____

End: The Ogre gave the farmer a chance to save his farm.

Name _____ Date _____

Using Resources

Directions: Read the list of resources available. Read the sentences below. Choose the resource needed to find the requested information. Write the answers on the lines provided.

1. How to spell the word "zucchini" _____
2. What store is having a sale on vegetable seeds _____
3. How to get to the store to buy your garden supplies _____
4. What crops grow well in your climate _____
5. The name of a company that can till your garden _____
6. The weather forecast for the day that you want to plant your vegetables _____
7. The schedule of a farmer's market in your area, where you can sell your produce _____
8. The address of a garden supply store _____

Resources available:

dictionary, atlas, phone book, newspaper, encyclopedia



Name _____ Date _____

Swedish Proverbs

1. It is not one person's fault if two people quarrel.
2. The grass is always greener on the other side of the fence.
3. Don't cross the brook for water.
4. You should not saw off the branch you are sitting on.
5. Much talking, little work.
6. Slowly, but surely
7. To speak is silver, to keep silent is gold.
8. Don't wake the bear that sleeps.
9. Practice gives skill.
10. Friendship doubles our joy and divides our grief.
11. The best place to find a helping hand is at the end of your own arm.
12. Don't throw away the old bucket until you know the new one holds water.
13. The bee has a sting, but honey, too.
14. Those who wish to sing always find a song.