

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.

The Ogre Bully

Written by Aaron Hoffmire

Outcome

Students will demonstrate an understanding of the story through writing, reading, acting, sequencing, discussion, and phonics.

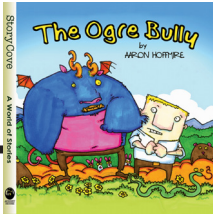
Overview

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

Materials

General

- Book, *The Ogre Bully*
- Pencils
- Crayons
- Lined paper
- Unlined paper
- Plastic tub
- Dry lima beans
- Glass jars
- Paper towels



The Ogre Bully

First Grade

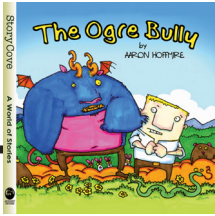
- Water
- Blackboard or Whiteboard
- Paper plates
- Knife
- Napkins
- Assorted vegetables provided by teacher or students

Optional: Extension Activities

- Cleveland, Rob. *The Clever Monkey*. Atlanta: August House, 2006.

Assessment Tools

- “/Ow/ Words” worksheet
- “Missing Vowels” worksheet
- “Sequencing the Story” worksheet
- “Farm Math” worksheet

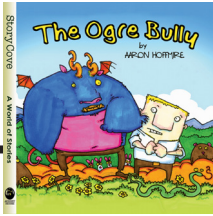


The Ogre Bully

First Grade

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Introduction

COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.1.5:
Word relationships

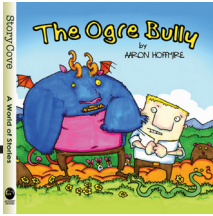
Introducing the Story

Materials:

- Book, *The Ogre Bully*

Directions:

- Asks students what opposite words are. (Entirely different, contrary or opposed)
- Gives the example that “open” and “closed” are opposite words. Teacher demonstrates with the book.
- Asks students to name pairs of opposite words.
- Asks students to provide the opposite word for each word below:
 - Before (after)
 - All (none)
 - Always (never)
 - Asleep (awake)
 - Below (above)
 - Best (worst)
 - Hot (cold)
 - Day (night)
 - Dirty (clean)
 - Early (late)
 - Empty (full)
 - Find (lose)
 - Front (back)
 - Happy (sad)
 - Hard (soft)
 - Heavy (light)
 - High (low)



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- Come (go)
- Kind (mean)
- Last (first)
- Laugh (cry)
- Little (big)
- Long (short)
- Near (far)
- New (old)
- Off (on)
- Out (in)
- Push (pull)

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.5:

Text types

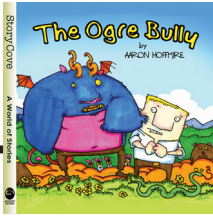
Teacher Reads the Story

Materials:

- Book, *The Ogre Bully*

Directions:

- Tells students that they will be reading a folktale from Sweden in which opposite words are an important part of the story.
- Tells students to listen carefully so that they will know what the opposite words are.
- Asks students what an ogre is. (a fairy tale giant that is mean or cruel)



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Discussion Questions

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.1:

Key details

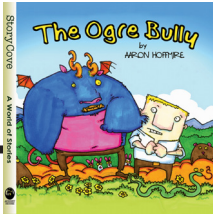
CCSS.ELA-LITERACY.

RL.1.3:

Characters, settings,
events

For Assessing Comprehension

- Who are the characters in the story?
- Where does the story take place?
- Who or what surprised the farmer while he was plowing his field?
- What did the ogre say?
- What vegetable did the farmer's wife tell him to plant when the ogre said that he wanted the top half of the plants?
- How did the ogre feel about the tops of the carrots?
- What did the farmer do when the ogre wanted the bottom half (roots) of his plants?
- To what contest did the ogre challenge the farmer?
- How did the farmer feel before the race?
- How did the ogre feel before the race?
- What plans for the race did the farmer's wife have?
- Why didn't the farmer have to sharpen his tool during the race?
- Why didn't the farmer and the ogre just use a lawn mower? (Hint: see the first line of the story)
- What did the ogre say about farm work?
- What happened to the ogre?
- How did the farmer and his neighbors feel at the end of the story?
- Do you think the ogre ever came back?
- What lesson did the farmer learn?
- What pair of opposite words was important to the story?



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Language Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.1.2:

Retell stories, key details

CCSS.ELA-LITERACY.

RF.1.4:

Fluency

CCSS.ELA-

LITERACY.L.1.1.K:

Appropriate spacing

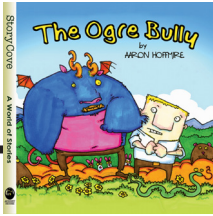
Sequencing

Materials:

- “Sequencing the Story” worksheet
- Pencils

Directions:

- Students read the sentences and rewrite them in the correct order on the lines provided.



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Phonics

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.1.2.B:

Phonemes

CCSS.ELA-LITERACY.

RF.1.2.C:

Initial, medial, final
sounds

CCSS.ELA-LITERACY.

RF.1.1.A:

Sentences

CCSS.ELA-

LITERACY.L.1.1.J:

Complete sentences

CCSS.ELA-LITERACY.

SL.1.1:

Collaborative
conversations

CCSS.ELA-LITERACY.

SL.1.6:

Complete sentences

/ow/ Words

Materials:

- “/Ow/ Words” worksheet
- Pencils
- Lined paper

Directions:

- Teacher divides the class into three groups.

Group A:

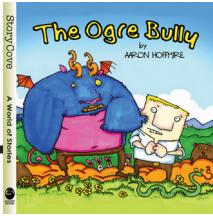
- Students complete the “/ow/ Words” worksheet.
- Students read the word “grow” on the top tomato.
- Students add a letter (or 2 letters) to the beginning of the /ow/ on each tomato, to create /ow/ words that rhyme with “grow.” (Possible answers: bow, low, mow, sow, tow, stow, row, slow, crow, sown)
- Teacher introduces point of discussion: “cow” is also an /ow/ word but does not rhyme with the other /ow/ words.
- Students brainstorm /ow/ words that rhyme with “cow.”

Group B:

- Students complete the “/ow/ Words” worksheet as per Group A.
- Students write each word on a piece of paper.
- Students write a sentence with one of the words.

Group C:

- Students complete “/ow/ Words” worksheet as per Group B.
- Students write a sentence with each word.



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COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RF.1.2.A:

Long/short vowels

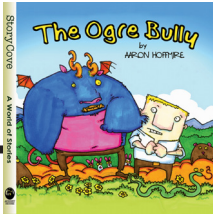
Missing Vowels

Materials:

- “Missing Vowels” worksheet
- Pencil
- Book, *The Ogre Bully*

Directions:

- Students fill in the missing vowels in each word.
- Students check their answers by looking in the book. The words can be found on the first ten pages of the story and are in the order that they appear in the book.
- The missing vowels are: a, e, i, o, and u.



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Math

COMMON CORE STANDARDS

CCSS.MATH.

CONTENT.K.CC.A.3 :

Solve addition and
subtraction problems

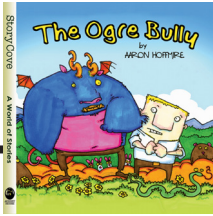
Farm Math

Materials:

- “Farm Math” worksheet
- Pencils
- Crayons

Directions:

- Students read the list of vegetables and prices.
- Use the price list to solve the addition problems.
- Draw and write their own farm math problems on the bottom of the worksheet.



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Science

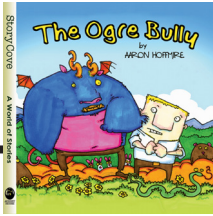
Growing Lima Beans

Materials:

- Plastic tub
- Dry lima beans
- Glass jar(s)
- Paper towels
- Water
- Crayons
- Paper

Directions:

- Soak the beans in tub of water for several hours.
- Line glass jars with paper towels. Place several beans in each jar, flat against the glass between the paper towels and the side of the jar (so that they are visible).
- Put a small amount of water in the bottom of the jar.
- Keep towels damp by adding a small amount of water daily.
- Place the jars in a sunny location.
- Encourage students to draw a picture of what they think will happen.
- Watch the leaves, stems, and roots grow.
- Draw a picture of the growing plant each week.
- Compare and contrast the weekly drawings and discuss the changes in the growing plant each week. Compare with prediction pictures.
- Teacher asks students if they could only have half of the plant once the beans were ready to pick, if they would rather have the top half or the bottom half.



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Dramatic Arts

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.1.2: Retell stories,
key details

CCSS.ELA-LITERACY.

RF.1.4:

Fluency

CCSS.ELA-

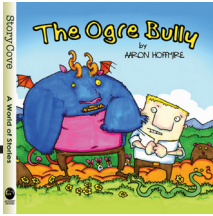
LITERACY.L.1.1.K:

Appropriate spacing

Act It Out

Directions:

- Teacher divides the class into pairs and tells them to choose a pair of opposite words.
- Teacher tells students to create a skit about their pair of opposite words.
- Students share their skits with the class and discuss how they portrayed their pair of opposite words.



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Art

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.7:

Illustrations and details

CCSS.ELA-LITERACY.

SL.1.5:

Additional details

CCSS.ELA-LITERACY.

SL.1.6:

Complete sentences

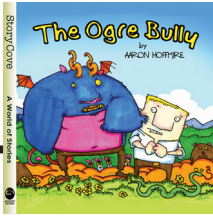
Draw Your Favorite Part of the Story

Materials:

- Crayons or markers
- Unlined paper

Directions:

- Students draw their favorite parts of the story.
- Students show their pictures to the class and tell what they enjoyed about those parts.



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Extension Activity

COMMON CORE STANDARDS

CCSS.ELA-
LITERACY.L.1.1.F:
Adjectives

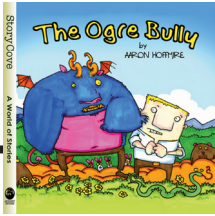
Vegetable Tasting

Materials:

- Blackboard or Whiteboard
- Paper plates
- Knife
- Napkins
- Assorted vegetables provided by teacher or students

Directions:

- Tells students that vegetables are the edible roots, stems, leaves, seeds, flower buds, and fruits of plants.
- Tells students to name vegetables and writes them on the board.
- Tells students that certain vegetables are the fruit of the plant, (e.g.: tomatoes, peppers, and squash). They are in a botanical sense considered fruits. Since they are not sweet, they are considered vegetables from a cooking and eating point of view.
- Asks students to choose a vegetable from the list generated and to bring it in to share with the class.
- Cuts up vegetables and students eat them.
- Reviews what part of the plant each vegetable is.
- Asks students to describe the vegetables and writes the responses on the board. (i.e.: red, green, soft, crunchy...)



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COMMON CORE STANDARDS

CCSS.ELA-LITERACY.

RL.1.9:

Compare and contrast

Compare and Contrast

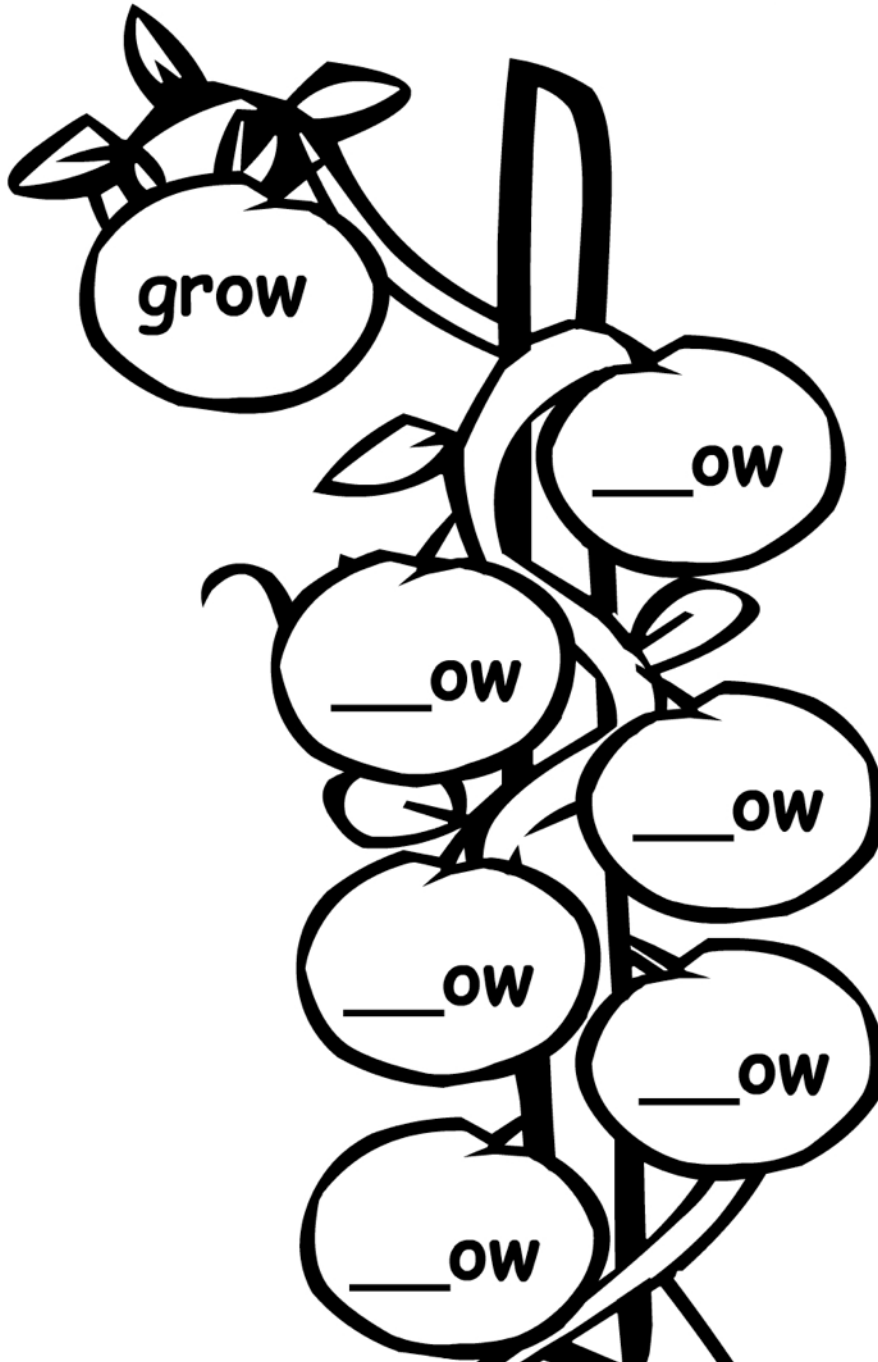
Directions:

- Teacher reads *The Clever Monkey* by Rob Cleveland.
- This folktale from West Africa tells of a monkey who tricked two cats into letting him eat much of their cheese.
- The cats argued over how to divide the cheese fairly. *The clever monkey* offered to help and kept nibbling a little off each piece of cheese, telling the cats that he was trying to divide the cheese into equal halves.
- Compare and contrast the importance of half, in this story and in *The Ogre Bully*.

Name _____ Date _____

/ow/ Words

Directions: Add a letter (or 2 letters) to the beginning of the /ow/ on each tomato, to create /ow/ words that rhyme with "grow."



Name _____ Date _____

Missing Vowels

Directions: Fill in the missing vowels in each word. Check your answers by looking in the book. The words can be found on the first ten pages of the story and are in the order that they appear in the book. The missing vowels are: a, e, i, o, and u.

1. l_ng

11. v_ry

21. pl_nts

2. l_ttle

12. l_st

22. r__ts

3. h_s

13. gr_ss

23. n_t

4. f_m_ly

14. w__ds

24. s_ll

5. gr_w

15. b_g

6. f__d

16. gr_ff

7. spr_ng

17. _gr_

8. f_rm_r

18. wh_t

9. pl_w_ng

19. l_nd

10. _nd

20. v_ll_y

Name _____ Date _____

Sequencing the Story

Directions: Read the sentences and rewrite them in the correct order on the lines provided.

We ate the carrots.

We watered the seeds.

We dug up the carrots.

We watered the small plants.

We planted carrot seeds.

1.

2.

3.







4.

5.

Name _____ Date _____

Farm Math

Directions: Read the list of vegetables and prices. Use the price list to solve the addition problems. Draw and write your own farm math problem on the bottom of the worksheet.

					
Carrots \$2	Tomatoes \$1	Potatoes \$3	Peas \$1	Cucumbers \$1	Peppers \$3

$$\begin{array}{c}
 \text{Carrot} + \text{Cucumber} = \$ \underline{\hspace{2cm}}
 \end{array}$$

$$\begin{array}{c}
 \text{Peas} + \text{Pepper} = \$ \underline{\hspace{2cm}}
 \end{array}$$

$$\begin{array}{c}
 \text{Carrot} + \text{Tomatoes} + \text{Pepper} = \$ \underline{\hspace{2cm}}
 \end{array}$$

$$\begin{array}{c}
 \text{Cucumber} + \text{Peas} + \text{Potato} + \text{Tomatoes} = \$ \underline{\hspace{2cm}}
 \end{array}$$

$$\begin{array}{c}
 \underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \$ \underline{\hspace{2cm}}
 \end{array}$$