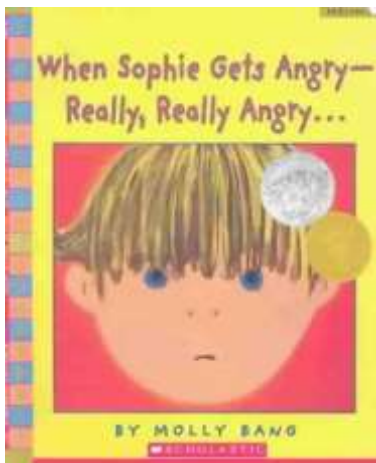


Pre-K Story Time



When Sophie Gets Angry --- Really, Really Angry...

By Molly Bang

In this Caldecott Honor-winning book, the causes of and solutions to anger are explored in a way in which young children can relate to and understand. Sophie gets angry and runs out into the woods, where she climbs a tree to calm down, and is soon ready to come home to her loving family. Everybody gets angry sometimes and for children, anger can be very upsetting. This unique book uses simple text, bold illustrations and changing color hues to express a range of emotions associated with anger. (Ages 3-7)

Introducing this book to young children:



CLL5.4a

Before reading *When Sophie Gets Angry---Really, Really Angry*, preview the story by taking a picture walk and discussing the details in the pictures. Point out differences between the pictures on each page. Encourage children to make predictions about what they think the book is about, how Sophie feels, what made her feel that way and make real life connections to what they see in the book.



CLL5.4d

During the first reading of the book, pause every couple of pages and discuss what is happening in the story. After reading the page when Sophie's toy was grabbed by her baby sister, discuss how Sophie feels. When the children say words like angry, mad, upset, furious, etc., ask how they could tell how Sophie felt. Ask children to share what makes them really, really angry? Write their responses on chart paper and discuss in subsequent readings of the book.



SED2.4d

After reading the story, facilitate a discussion by asking questions such as, *How do you think Sophie felt when her sister snatched her toy from her? Have you ever had someone grab a toy from you? How did you feel? Did you get angry? What does anger feel like? Is it easy to calm down? What did Sophie do that made her feel better and helped calm her?* (She went for a walk, observed nature, and climbed a tree. Emphasize that Sophie did not run away, since she stayed in her family's yard. She chose how to take control of her angry emotions (by running, crying, and getting away from others) in a safe way that didn't hurt herself or anyone else.

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Repeated readings of the same book provide opportunities for young children to develop a sense of competence and confidence with the text. Each time children have a book reread to them, they learn concepts of print, become more familiar with vocabulary, gain deeper understanding of the story, and make text to self-connections. Read *When Sophie Gets Angry ---Really, Really Angry* for several days in a row and use the ideas, activities, and teaching opportunities listed below to enhance children’s enjoyment and comprehension of the story.

GELDS Activity Spotlight

Drama

This dramatic play activity teaches children how to relax or calm down when they are upset. You will need enough space for children to lie down on the floor without touching one another. Ask children to act out or show how they look and sound when are angry (they might stomp, roar, make a face, etc.). Then have children pretend to walk and climb a tree. Afterwards, ask them to sit down and take belly breaths in and out. You can play soft music and ask kids to lie down and close their eyes. Ask them to think about something that makes them happy or that they like to do. After the activity ask, *How do you feel when you relax? How can you calm down like Sophie? Is there somewhere in the classroom where you can sit and relax? How about at home?* **CLL3.4b, CD-CR 4.4d**

Writing

In a small group setting (or introduce to large group and place materials in the Writing Center), provide paper and markers for each child to draw a picture to show what they can do when they feel angry or upset to make themselves feel better. After they have finished their drawing, have them complete the sentence, When I feel mad, I can_____. Children might draw several different ways they can deal with their anger on different pieces of paper. You can compile each child’s responses into a book of their own or into a class book to place in the class library. Don’t forget to share the class book with the class before placing it in the library. **CLL9.4c**

Calm Down Area

If you don’t already have a calm down area for children to use, have the children help you create one. Brainstorm a list of items they think should be included in the area because they would be helpful in calming down. Work with them to establish the space based on the items on the list that can be easily found in the classroom. Items such as a soft cushion, cozy chair, fidget toys, books, stress balls, sensory items, etc. can be included. If you have an established calm down area, you might create a couple of calm down kits using a shoebox or plastic storage box. Children can brainstorm for items to include in the kit and help put the kit together. Just like the other materials in your classroom, children must be taught how to use the calm down area and calming kits to use them effectively. **SED3.4b**

Small Group

Create feelings wheels. Use a paper plate and divide it into four sections. Explain to children that each section of the circle will represent a feeling. Each feeling can be as simple as sad, mad, silly, happy, afraid or surprised. Have children select pictures from magazines or draw facial expressions for each emotion. Provide a mirror to help children see what their expressions look like. Print the name of the emotion for each section. **SED2.4b**