

Book Guide

When Sophie Gets Angry – Really, Really Angry...

By Molly Bang



Summary: Sophie can't stand when her sister takes her toys. It makes her really, really angry. But after some time she helps herself calm down and goes back to play feeling much better.

Social-Emotional Themes:

- Anger is another way of describing “mad” feelings
- Anger can feel like a very big emotion
- When you get angry you can help yourself calm down

1st Reading: Learning about the book.

Point out parts of the story that describe Sophie's experience and connect it to the children's own experiences by asking questions and drawing their attention to the illustrations.

Before reading the story for the first time:

Display the front cover to the children.

The title of this book is *When Sophie Gets Angry – Really, Really Angry...*

Mollie Bang is the author of this book. She wrote the story that I will read to you.

What do we think this book will be about?

Accept answers from the children. Encourage them to answer based on the title of the book. If they need further assistance, ask them:

When you look at the picture on the front cover, what do you see?

How do you think this little girl feels?

What does “angry” mean? It is like being mad.

While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the first time.

Look at her face. How do you know that she is angry? Show me an angry face.

This word says "PABAM!" What do you think made that noise? Did Sophie slam the door when she ran outside? Why would she slam the door?

Look at this big white tree. Have you ever seen a tree that was this big?

After reading the story for the first time:

Ask the children for their opinions about the book and share some key points you would like them to remember.

What do you think about that?

Did you like the drawings?

Sophie was angry but then she felt better in the end. Why did she get angry in the first place?

You may need to go back to the book and show how her sister took Sophie's toy.

Teacher Tip

Children may want to talk about a time when they got angry. Give them a chance to talk about what is on their mind and be sure to try and find out what they did or could have done to calm down. One story may prompt another child's story, which may in turn take more and more time away from finishing the story. Be thoughtful about how to manage your time while helping the children feel they have your interest and encouragement. For instance, at a certain point you might ask the remaining children who have not shared, "If anyone else wants to tell me a story, we can talk together right after the story is over."

Talking about being angry can get kids agitated. You may want to have the whole group take a couple of deep breaths before moving on to the next activity or ending Circle Time.

2nd Reading of the Story: What are the characters feeling?

Provide a stronger focus on the character's feelings and the social-emotional themes of the story.

Before reading the story for the second time:

Display the front cover to the children.

Do you remember this book?

I remember the pictures and how Sophie got angry.

While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the second time.

Look how Sophie gets angry. Look at her face.

Does your face look like Sophie's? Show me an angry face.

When you see Sophie's face, what do you think she feels like inside?

Look at the cat, does he look scared?

After reading the story for the second time:

Ask the children for their opinions about the book and share some key points you would like them to remember.

Did you like the story?

How did Sophie act when she was angry? Look what she does (roars, ready to explode, cries.) Refer to the pages in the book when she is angry and show the pictures.

Are there other things people do when they are angry?

3rd Reading of the Story: What does the story make me think about?

Foster a connection between the social-emotional themes and the children. The focus of this reading will be how Sophie calms herself down.

Before reading the story:

Display the front cover to the children.

Do you remember this book?

Why was Sophie so angry?

While reading the story:

Here are some suggestions for how to highlight the story when sharing it for the third time.

Look at Sophie in the tree.

Wow, Sophie was really angry. Remember when she was so angry she roared?

How does she feel now?

Look how Sophie calms down while sitting on this tree.

Show me your calm face.

After reading the story for the third time:

Ask the children for their opinions about the book and share some key points you would like them to remember.

What did she do to make herself feel better?

She walked away, climbed a tree, and looked at the ocean. I don't have an ocean near my house. What do you do when you are angry and want to calm down? I go for a walk.

Activity for When Sophie Gets Angry – Really, Really Angry…:

Relaxation Theater

Objective: This activity includes dramatic play and teaches kids how to relax or calm down when they are upset.

Space Requirement: Enough space for all of the children to lie down on the floor. This activity can be conducted in the classroom or outside.

Materials: Music if desired

Directions: Ask kids to act out or demonstrate how they look and sound when they are angry (they can stomp, roar, or make a face). Then ask kids to pretend to walk and climb a tree. Ask kids to sit down and breathe in and out. You can play soft music and ask kids to lie down and close their eyes. Ask kids to think about something they like to do or something that makes them happy.

After the activity, ask the kids:

How do you feel when you relax?

You can also meet with a small group of kids who have difficulty controlling anger. Ask them:

How can you calm down like Sophie?

Is there somewhere in the classroom you can sit and relax?

You can also make space for a calming chair in the classroom. It can be a bean bag chair, beach chair, or even a cushioned corner – as long as it is a contained space for one child to be physically comfortable. It may be helpful to include a chart beside the chair that depicts in pictures some of the strategies discussed as helpful. An example might be a face blowing out air as a reminder to the child to take deep breaths. Involve the children in setting up this area so that they understand its purpose and feel invested in it becoming a part of their classroom environment.

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