

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

Author & Illustrator: **Molly Bang**
Scholastic Inc.

Materials

White 8½"x11" paper, construction paper, pencil, markers, crayons.

Activities

Write on the bottom of a piece of paper, "_____ gets angry when _____."

In the first blank have each child write his or her name. Let younger children tell you what to write in the second blank in the sentence; older children may be able to write in their own answer. Then ask the children to draw a picture that illustrates the sentence.

Read other books about emotions (see <http://www.libraryjam.org/booklists>) with the children. Then help the children make their own book. Write out the following sentences on a sheet of paper: "Sometimes I feel angry. Sometimes I feel mad. Sometimes I feel happy. Sometimes I feel sad." Older children might copy the sentences onto their own paper or write it themselves. Have the child illustrate each page, and then make a cover using construction paper. Ask the child to read the book to you or tell you the story.

Older children may enjoy reading the book together. Ask the children to read it back to you. Encourage them to use picture cues.



Joel Says

Before the book is read, ask...

How do you think the girl on the cover feels? What makes you angry? What do you want to do when you feel angry? What makes you feel better when you're angry?

Stop during the book and ask...

What's a nice way of letting someone know when you want a turn?

After reading the book, ask...

Should Sophie have run away from the house? What is the family doing together at the end of the book? How does your family spend time together?



When a Line Bends... A Shape Begins

Author: **Rhonda Gowler Greene**

Illustrator: **James Kaczman**
Houghton Mifflin Inc.

Materials

Large container filled with various shapes in different sizes, pre-cut paper shapes of various sizes and color, paper, glue.

Activities

Give the children the container of shapes and ask them to put the shapes into groups that are alike. While they are doing that, encourage them to describe the groups of shapes and explain why they are separating them in that way. Next have them separate shapes according to size, and then have them separate further according to color.

Distribute pre-cut paper shapes (various sizes and colors) and allow the children to design pictures using the shapes and then glue them onto paper. Ask them to describe their work. Display the completed pictures in a classroom, a library, a hallway or at home.

Take a shape field trip! Walk around the classroom, library and other areas of the school or

Joel Says

Before the book is read, ask...

Can you name any shapes? By looking carefully at the front and back of this book, as I point, can you name the shapes? Can you be a good listener as I read so you can hear any rhyming words?

Stop during the book and ask...

the children to predict the rhyming words for some rhymes.

After reading the book, ask...

What shapes do you see in this room? (If the question is too open, point out various objects that are a particular shape or that contain several shapes, and let the children name the shapes.)

community to identify shapes. If you have musical instruments, identify the shapes and sounds of cymbals, tambourines and others. Which sounds do the children like the best? Why do they think the instruments are shaped that way? Which round instrument makes the best sound?