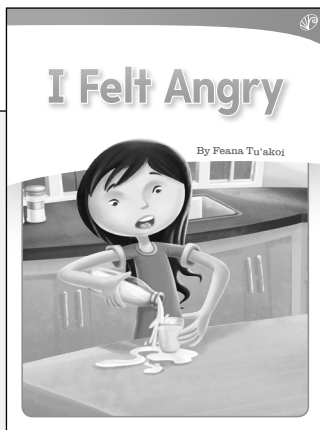


I Felt Angry



Running words: 165

Book Summary

This story looks at the ways a person can calm down when he or she is angry. Amy is having a difficult week. She spills her milk, gets hit by a ball on the playground, has trouble doing her class work, is called a name by a classmate, and loses her backpack. Each incident makes her feel angry. Her mother, her friends, and her teacher suggest ways that Amy can calm down, but none of these methods work. In the end, a friend's suggestion to run when she feels angry works for Amy.

Themes

Character education, Overcoming obstacles, School and community

Features of the Book

- The information contained in the illustrations
- Content words for discussion: angry, calm, felt
- Phonics and phonemic awareness: consonant blends – *gr*; short vowel sounds – *and/any/backpack/ran/tagged*

Strategies

I Felt Angry introduces and reinforces the following strategies:

- making connections;
- determining author's purpose;
- visualising.

Materials

- Copies of the Sentence Strips reproducible for this book, cut and ready for use
- Copies of the BM, pencils

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Introducing the Text

Begin by asking the students to think of the times when they have been angry. List their answers.

- *What made you angry?*
- *Did you feel angry for a long time?*
- *How did you stop feeling angry?*

Reading the Text

Hand one book to each student. Ensure that the content words (angry, calm, felt) are integrated naturally into the discussion. An understanding of these terms will help the students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *Who is on the cover?* (a young girl)
- *What is she doing?* (pouring milk and spilling it)
- *What do you predict this story is about?* (an angry girl)

Pages 2 to 3

- *What is happening on these pages?* (The girl has spilled some milk, and her mother is comforting her.)
- *Where are the girl and her mother?* (in the kitchen at home)
- *How does the girl's expression change from pages 2 to 3?* (from surprise to anger)

Read the text together. Confirm that Amy has accidentally spilled her milk, and she is angry. Have a student point out the speech marks. Remind the students that these marks indicate who is speaking in the story.

- *What does Amy's mother suggest to stop Amy feeling angry?* (count to ten)

- *Does this method work for Amy?* (no)
- *Would the suggestion work for you?* *Why or why not?*

Pages 4 to 5

- *Where is Amy now?* (on the playground at school)
- *What happens to Amy?* (The ball hits her.)
- *How does Amy's expression change from pages 4 to 5?* (from surprise to anger)

Read the text together. Confirm that the ball has hit Amy, and she is angry.

- *What does Amy's friend Matt suggest to stop Amy feeling angry?* (take a big breath)
- *Does this method work for Amy?* (no)
- *Would this suggestion work for you?* *Why or why not?*

Pages 6 to 7

- *Where is Amy?* (in class)
- *What is Amy doing?* (class work)
- *How does Amy's expression change from pages 6 to 7?* (from anger to unhappiness)

Read the text together. Confirm that Amy is having trouble doing her class work, and it makes her feel angry.

- *What does Amy's teacher, Mr Hill, suggest she do to stop feeling angry?* (try again)
- *Does this method work for Amy?* (no)
- *Would this suggestion work for you?* *Why or why not?*

Pages 8 to 9

- *What is happening on these pages?* (Some children are whispering something, which makes Amy angry.)
- *How does Amy's expression change from pages 8 to 9?* (from anger to unhappiness)

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Read the text together. Confirm that Tom has called Amy a hurtful name, which makes Amy angry.

- *What does Amy’s friend Jess suggest to stop Amy feeling angry? (walk away)*
- *Does this method work for Amy? (no)*
- *Would this suggestion work for you? Why or why not?*

Page 10

- *What is Amy doing? (She is looking for something.)*
- *What is her expression? (angry)*

Read the text together. Confirm that Amy is angry that she can’t find her backpack.

- *Does Amy stop feeling angry when Eva finds her backpack? (no)*

Page 11

- *Where are Amy and Eva now? (on the playground)*
- *What is Amy’s expression? (surprised)*

Read the text together. Confirm that Amy is surprised when Eva tags her and starts to run away.

- *What does Eva suggest to stop Amy feeling angry? (run)*
- *Do you predict that Eva’s method will work? Would it work for you? Why or why not?*

Page 12

- *How can you tell that Eva’s method of running has worked for Amy? (Amy is smiling and no longer looks angry.)*

Read the text together. Confirm that running around the playground helped Amy stop feeling angry about losing her backpack.

- *Was your prediction about Eva’s method working for Amy correct?*

Revisiting the Text

- Revisit the list of situations the students made at the beginning of the story. Have them compare the methods they have used to stop feeling angry with those in the story. Ask the students to visualise themselves in Amy’s position in each situation she faced. Would they have felt the same anger as Amy? If so, how would they have calmed themselves down?
- Find and list the “gr” consonant blends in the story. With the students, add other words they know that contain this blend.
- Write the words *and/any/backpack/ran/tagged* on the board, and, with the students, create a list of other words that contain the short “a” sound.

Following Up

- Encourage the students to think about the author’s purpose in writing this story. What does the author want to help people learn to do? (how to calm down when they are angry) Ask the students if they might try some of the suggestions in the story the next time they become angry.
- Give the students copies of the BM for this story. They can cut out each picture at the bottom of the page and paste it in a square. Then they can write how each person helped Amy.