

**When Sophie Gets Angry – Really, Really Angry . . .** Written and Illustrated by Molly Bang

	Strategy	Notes
Comprehension	Set purpose for reading	<ul style="list-style-type: none"> <li>Cover - Show Sophie and ask what her face tells you. What do you do when you get angry? What do you think Sophie will do?</li> <li>P.4 - When Sophie’s mother tells Sophie it is her sister’s turn to play with the gorilla, what do you think will happen next?</li> <li>P.14 – Ask students if they run when they are angry. What do you think Sophie will do next?</li> <li>P. 18 – Ask if the things that Sophie sees will help her.</li> <li>P. 28 – Predict what will happen when Sophie goes home.</li> </ul> <p>Infer: When sister grabs gorilla from Sophie, bring readers to infer that they get into a fight by pointing out the conversation.</p> <p>Infer: When we see the word PABAM, the author doesn’t tell us that Sophie slammed the door and ran out. This is something readers can infer.</p>
	Use prior knowledge to predict and connect with text	
	Check for understanding; monitor and self-correct	
	Back up and reread	
	Make and adjust mental images; use text to confirm	
	Ask questions throughout the reading process	
	Make and adjust predictions; use text to confirm	
	Infer and support with evidence	
	Recognize literary elements	
	Retell; include sequence of main events	
	Summarize text; include important details	
	Use main ideas and supporting details to determine importance	
	Use text features to learn important information	
	Analyze how visual elements integrate & contribute to the meaning of text	
	Determine and analyze author’s purpose and support with text	
Recognize and explain cause and effect relationships		
Compare and contrast within and between texts		
Read voraciously		
Accuracy	Look carefully at letters and words	<p>Flip: grabed/ grabbed (3), fell/feel (5), kicks/kikes (9), until/ untile (14), little/ little (16)</p> <p>said (4), the (5), she (9), when (13)</p>
	Use beginning and ending sounds	
	Blend sounds; stretch and reread	
	Chunk letters and sounds together	
	Flip the sound	
	Recognize high-frequency words on sight	
	Use picture clues	
	Cross-check: Do the words... look right, sound right, make sense?	
	Use prior knowledge and context	
	Skip the word, then come back	
Read voraciously		
Fluency	Read texts that are a good fit	<p>Punctuation is used to signal a reader that their intonation and their voice should change. Explain to students that when we read aloud, it should sound the same as when we speak. Use the various sentences with periods, exclamation marks, and question marks to model how the voice changes with each one. Point out on page 4 when the author writes “It <u>is</u> her turn now, Sophie.” that the underline word should be stressed.</p>
	Use punctuation to enhance phrasing and prosody	
	Adjust and apply different reading rates to match text	
	Reread text	
Expand Vocabulary	Read voraciously	<p>Words in this text that may be of interest include: Snatched (5), smithereens (9), roar (10), explode (12), comfort (25)</p> <p>She roars a red, red roar. (10) Sophie is a volcano, ready to explode. (12)</p>
	Tune in to interesting words	
	Use prior knowledge and context clues	
	Use pictures, illustrations, and diagrams	
	Use word parts	
	Apply understanding of figurative language	
	Use reference tools such as dictionary, thesauruses, and glossaries	
Ask someone to define the word for you		
Read voraciously		

\*Started numbering on title page