Wemberly Worried by Kevin Henkes

Wemberly worries about everything. Big things. Little things. And things in between. What Wemberly worries about most is her first day of school. But once she gets to school, Wemberly meets someone who worries just like she does. Finding a friend makes Wemberly worry a little bit less.

Vocabulary

worried (make worried face) thinking a lot or nervous about something

go with the flow relax; try not to worry about every little thing especially very much

Supporting Social–Emotional Development

Manages feelings

• Wemberly is very worried about going to school for the first time. How did you feel before your first day of school? If you were worried, what helped you feel less worried?

• Sometimes it’s scary to do something for the first time—are you ever really to do something you hadn’t done before? When you worried before you did it? How did you feel after you read it?

Makes friends

• Jewel and Wemberly became friends by finding out that they are alike in many ways. How do you make friends with someone new?

make fun of (demonstrate action) tease

peeked (demonstrate action) looked at something quickly while trying to stay hidden unusual the way something is most of the time
Before Reading
Introduce characters and the problem.
"In Wemberly Worried, Wemberly worries about big things, little things, and things in between. She worries about going to school for the first time. What will happen to her? What could go wrong? Let's read the book to find out how Wemberly gets through her first day of school."

While Reading
Reflect the characters and the problem.
"We're going to read Wemberly Worried again. You may remember that in this story, Wemberly worries about everything, especially about the first day of school. What things worried Wemberly? What helped Wemberly's worries about school go away? How did Wemberly feel by the end of the story?"

After Reading
Wonder aloud and ask follow-up questions.
"Do you think that Wemberly will continue to worry about everything? Why or why not?"

While Reading
Encourage children to recall the characters and the problem.
"We're going to read a book that we've read two times before. Who can tell us the title of this book? In this story, what is the problem? How does Wemberly solve the problem? What does Wemberly learn?"

While Reading
Expand vocabulary using more verbal explanations:
worried, especially, peeked, usual

Guidance children to reconstruct the story as you turn the pages.
"What is happening here? What happens next?" that help children recall the events of the story.

Encourage children to explain what characters are thinking and feeling.
"Wemberly just keeps worrying about everything. How do you think that makes her parents and grandmother feel?"

Comment on and ask follow-up questions about the other characters.
"Wemberly's grandmother has an interesting way of telling Wemberly not to worry. Besides talking to Wemberly, what else does the grandmother do?"

"I wonder if Jewel had the same worries as Wemberly."

"Why do you think Wemberly tells Mrs. Peachum not to worry at the end of the story?"

Invite explanations, wonder aloud, and ask follow-up questions.
"Wemberly's family tells her not to worry so much. Her mother and father give her lots of hugs. I think they do that to help her feel safe. What else could Wemberly's family say or do to help her?"

"How are Jewel and Wemberly alike? How does that help them become friends?"

Before Reading
Recall the characters and the problem.
"We're going to read Wemberly Worried again. You may remember that in this story, Wemberly worries about everything, especially about the first day of school. What things worried Wemberly? What helped Wemberly's worries about school go away? How did Wemberly feel by the end of the story?"

While Reading
Expand vocabulary using more verbal explanations:
worried, especially, peeked, usual

Reinforce some previously introduced words by pointing to pictures and dramatizing:
peeked, make fun of

Comment on and ask follow-up questions about the other characters.
"Wemberly's grandmother tells her not to worry so much. Her mother and father give her lots of hugs. I think they do that to help her feel safe. What else could Wemberly's family say or do to help her?"

"How do you think that makes her parents and grandmother feel?"

"Now Wemberly is happier and less worried. I think having a friend really helped her feel better."

"What things worry Wemberly? Why do you think she worries about those things?"

"What helped Wemberly's worries about school go away?"

"What do you think that makes her parents and grandmother feel?"

"Wemberly's grandmother has an interesting way of telling Wemberly not to worry. Besides talking to Wemberly, what else does the grandmother do?"

"I wonder if Jewel had the same worries as Wemberly."

"Why do you think Wemberly tells Mrs. Peachum not to worry at the end of the story?"

After Reading
Invite explanations, wonder aloud, and ask follow-up questions.
"Wemberly's family tells her not to worry so much. Her mother and father give her lots of hugs. I think they do that to help her feel safe. What else could Wemberly's family say or do to help her?"

"How do you think that makes her parents and grandmother feel?"

"Wemberly's grandmother has an interesting way of telling Wemberly not to worry. Besides talking to Wemberly, what else does the grandmother do?"

"I wonder if Jewel had the same worries as Wemberly."

"Why do you think Wemberly tells Mrs. Peachum not to worry at the end of the story?"

After Reading
Encourage children to recall the characters and the problem.
"We're going to read a book that we've read two times before. Who can tell us the title of this book? In this story, what is the problem? How does Wemberly solve the problem? What does Wemberly learn?"

While Reading
Expand vocabulary:
worried, especially, peeked, usual

Guide children to reconstruct the story as you turn the pages.
"What is happening here? What happens next?" that help children recall the events of the story.

Encourage children to explain what characters are thinking and feeling.
"Wemberly's family tells her not to worry so much. Her mother and father give her lots of hugs. I think they do that to help her feel safe. What else could Wemberly's family say or do to help her?"

"How do you think that makes her parents and grandmother feel?"

"Now Wemberly is happier and less worried. I think having a friend really helped her feel better."

"What things worry Wemberly? Why do you think she worries about those things?"

"What helped Wemberly's worries about school go away?"

"What do you think that makes her parents and grandmother feel?"

"Wemberly's grandmother has an interesting way of telling Wemberly not to worry. Besides talking to Wemberly, what else does the grandmother do?"

"I wonder if Jewel had the same worries as Wemberly."

"Why do you think Wemberly tells Mrs. Peachum not to worry at the end of the story?"
First Read-Aloud

Before Reading
Introduce characters and the problem.
*“In Wemberly Worried, Wemberly worries about big things, little things, and things in between. She worries about going to school for the first time. What will happen to her? What could go wrong? Let’s read the book to find out how Wemberly gets through her first day of school.”*

While Reading
Expand vocabulary by pointing to pictures, using gestures to dramatize, and discussing:
- worried, ‘go with the flow’, especially, make fun of

Comment on main characters’ thoughts and actions.
- “Even Wemberly’s family worries about how much she worries. I wonder what would help Wemberly feel better?”
- “This will be Wemberly’s first day of school. I wonder what school things might worry Wemberly.”
- “Mrs. Peachum tells Wemberly she should meet Jewel. Maybe they are alike in some ways and could become friends.”
- “How does Wemberly feel happy and less worried? I think having a friend really helped her feel better.”

After Reading
Recall the characters and the problem.
*“In Wemberly Worried, Wemberly worries about big things, little things, and things in between. She worries about going to school for the first time. What will happen to her? What could go wrong? Let’s read the book to find out how Wemberly gets through her first day of school.”*

While Reading
Expand vocabulary by pointing to pictures, using gestures to dramatize, and discussing:
- worried, ‘go with the flow’, especially, make fun of

Comment on main characters’ thoughts and actions.
- “We’re going to read Wemberly Worried again. You may remember that in this story, Wemberly worries about everything, especially about the first day of school. What things worried Wemberly? What helped Wemberly’s worries about school go away? How did Wemberly feel by the end of the story?”

Second Read-Aloud

Before Reading
Recall the characters and the problem.
*“We’re going to read Wemberly Worried again. You may remember that in this story, Wemberly worries about everything, especially about the first day of school. What things worried Wemberly? What helped Wemberly’s worries about school go away? How did Wemberly feel by the end of the story?”*

While Reading
Expand vocabulary by pointing to pictures, using gestures to dramatize, and discussing:
- worried, ‘go with the flow’, especially, make fun of

Comment on main characters’ thoughts and actions.
- “If you think Wemberly’s family worries about how much she worries, I wonder what would help Wemberly feel better?”
- “What does Wemberly learn about school and herself that makes her feel better?”

Third Read-Aloud

Before Reading
Encourage children to recall the problem and solution.
*“We’re going to read a book that we’ve read two times before. Who can tell us the title of this book? In this story, what is the problem? How does Wemberly solve the problem? What does Wemberly learn?”*

While Reading
Expand vocabulary:
- worried, especially, peeked, usual

Comment on main characters.
- “Wemberly just keeps worrying about everything. How do you think that makes her parents and grandmother feel?”
- “Wemberly’s grandmother has an interesting way of telling Wemberly not to worry. Besides talking to Wemberly, what does the grandmother do?”
- “I wonder if Jewel had the same worries as Wemberly.”
- “Why do you think Wemberly tells Mrs. Peachum not to worry at the end of the story?”

After Reading
Recall the characters and the problem.
*“In Wemberly Worried, Wemberly worries about big things, little things, and things in between. She worries about going to school for the first time. What will happen to her? What could go wrong? Let’s read the book to find out how Wemberly gets through her first day of school.”*

While Reading
Expand vocabulary by pointing to pictures, using gestures to dramatize, and discussing:
- worried, ‘go with the flow’, especially, make fun of

Comment on main characters’ thoughts and actions.
- “Wemberly’s family tells her not to worry so much. Her mother and father give her lots of hugs. I think they do that to help her feel safe. What could Wemberly’s family say or do to help her?”
- “Are you scared and worried? How does that make you feel?”
- “What helps you feel better?”
- “How does Jewel and Wemberly alike? What does the grandmother do?”
- “Wemberly’s family tells her not to worry so much. Her mother and father give her lots of hugs. I think they do that to help her feel safe. What could Wemberly’s family say or do to help her?”

First Read-Aloud

Before Reading
Introduce characters and the problem.

"In Wemberly Worried, Wemberly worries about big things, little things, and things in between. She worries about going to school for the first time. What will happen to her? What could go wrong? Let’s read the book to find out how Wemberly gets through her first day of school."

While Reading
Expand vocabulary by pointing to pictures, using gestures to dramatize, and describing:

- worried, especially, go with the flow

Comment on main characters’ thoughts and actions.

- "Wemberly’s family worries about how much she worries. I wonder what would help Wemberly feel better."

- "This will be Wemberly’s first day of school. I wonder what school things might worry Wemberly."

- "Mrs. Peachum tells Wemberly she should meet Jewel. Maybe they are alike in some ways and could become friends."

- "How will Wemberly be happy and less worried? I think having a friend really helped her feel better."

After Reading
Invite explanations, wonder aloud, and ask follow-up questions.

- "What things worry Wemberly? Why do you think she worries about these things?"

- "What helped Wemberly’s worries about school go away?"

- "Wemberly just keeps worrying about everything. How do you think that makes her parents and grandmother feel?"

- "This will be Wemberly’s first day of school. I wonder what school things might worry Wemberly."

- "Mrs. Peachum tells Wemberly she should meet Jewel. Maybe they are alike in some ways and could become friends."

- "How will Wemberly be happy and less worried? I think having a friend really helped her feel better."


Second Read-Aloud

Before Reading
Recall the characters and the problem.

"In Wemberly Worried again. You may remember that in this story, Wemberly worries about everything, especially about the first day of school. What things worried Wemberly? What helped Wemberly’s worries about school go away? How did Wemberly feel by the end of the story?"

While Reading
Expand vocabulary using more verbal explanations:

- worried, especially

- "Wemberly’s family tells her not to worry so much. Her mother and father give her lots of hugs. I think they do that to help her feel safe."

- "What would Wemberly’s family say or do to help her?"

- "How are Jewel and Wemberly alike? How does that help them become friends?"

Comment on and ask follow-up questions about the other characters.

- "Wemberly just keeps worrying about everything. How do you think that makes her parents and grandmother feel?"

- "This will be Wemberly’s first day of school. I wonder what school things might worry Wemberly."

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After Reading
Invite explanations, wonder aloud, and ask follow-up questions.

- "What things worry Wemberly? Why do you think she worries about those things?"

- "What helped Wemberly’s worries about school go away?"


Third Read-Aloud

Before Reading
Encourage children to recall the problem and solution.

"We’re going to read a book that we’ve read two times before. Who can tell us the title of this book? In this story, what is the problem? How does Wemberly solve the problem? What does Wemberly learn?"

While Reading
Expand vocabulary:

- worried, especially, peeked, usual

- "I wonder that Wemberly will continue to worry about everything?"

- "Wemberly goes from being very worried about school to being less worried about school. What do you think she learns about school and herself that makes her feel better?"

After Reading
Wonder aloud and ask follow-up questions.

- "Do you think that Wemberly will continue to worry about everything?"

- "Wemberly goes from being very worried about school to being less worried about school. What do you think she learns about school and herself that makes her feel better?"
Supporting Social–Emotional Development

Manage feelings

• Wemberly is very worried about going to school for the first time. How did you feel before your first day of school? If you were worried, what helped you feel less worried?

• Sometimes it's scary to do something for the first time... are you ever excited to do something you haven't done before? When you worried before you did it? How did you feel after you tried it?

Make friends

• Jewel and Wemberly became friends by finding out that they are alike in many ways. How do you make friends with someone new?

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Manages feelings
• “Wemberly is very worried about going to school for the first time. How did you feel before your first day of school? If you were worried, what helped you feel less worried?”
• “Sometimes it’s scary to do something for the first time... are you ever afraid to do something you haven’t done before? When you were scared before you did it? How did you feel after you tried it?”

Makes friends
• “Jewel and Wemberly become friends by finding out that they are alike in many ways. How do you make friends with someone new?”

Vocabulary
worried (make worried face thinking a lot or nervous about something)
goon with the flow
peeked (demonstrate action) looked at something quickly while trying to stay hidden
usual the way something is most of the time

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