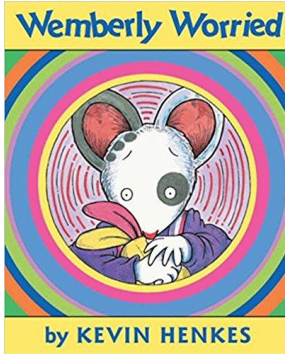




SEEDS for Story Time

Promoting Social Emotional Development Through Books



Wemberly Worried

By Kevin Henkes

Wemberly worried about spilling her juice, about shrinking in the bathtub, even about snakes in the radiator. She worried morning, noon, and night. "Worry, worry, worry," her family said. "Too much worry." And Wemberly worried about one thing most of all: her first day of school. But when she meets a fellow worrywart in her class, Wemberly realizes that school is too much fun to waste time worrying!
(Ages 3-8)

Introducing this book to young children:



CLL2.4a

Before reading the story, teach children about the meaning of worry. Explain that when you worry, you often think about something that hasn't happened yet and you are scared or nervous that something negative will happen. Tell them about a time that you were worried or scared of something to help children understand that everyone worries.



CLL5.4d

While reading the story, have children talk about a time they worried about something. If reading this book in the beginning of the year, talk about what they worried about before coming to school. They may mention they worried if they would have friends or if their teacher would be nice to them. Talk with them about things you worried about before the beginning of school or currently.



SED2.4b

Create a simple graph on large chart paper so that children can identify how they felt on the first day of school. You could also do this activity before a big event at school such as, a field trip or a day that you will have a class visitor. Label the chart with "On the first day of school (day of the fieldtrip), I was feeling...". At the bottom of the paper, label "sad", "nervous", "excited" and "scared". Place a picture of simple drawing next to the emotion words to represent that feeling. Children place their picture or other marker on above the emotion that related to how they feel.



SED2.4b

After reading the story, have a group discussion about what happened. Can you remember what Wemberly Worried about? What did her parents say when she worried? What are some things that we can do when we are worried?

SEEDS for Story Time

Repeated readings of the same book provides opportunities for preschoolers to develop a sense of competence and confidence. Children learn to point at and label pictures, turn pages, discuss the story, and make predictions of what will happen next, while learning new words and relating the story to their own experiences. Read *Wemberly Worried* for several days in a row and use some of the ideas, activities, and teaching opportunities listed below to enhance social and emotional skills.

GELDS Activity Spotlight



Art

Children can create their own watercolor art based on the cover photo. Before beginning this activity, look at the cover of the book with children pointing out the colorful circles. Have children use water color paints to create their own version of the cover art. While their paint is drying, provide children with a simple outline of Wemberly's head to trace and cut out. Encourage them to draw facial features. As they are working, continue discussions about the things they worry about and sharing your worries with them. **CD-CR2.4a**

Dramatic Play

Place a mouse or other stuffed animal in your dramatic play area. Encourage children to dramatize different scenarios in the book that made Wemberly worry. Children can take turns pretending to be Wemberly and her parents. When children are taking on the role of the parents, model to words to use when someone is worried. **SED2.3b**

Large Group

During large group, give the children the opportunity to use a microphone to share with the other children. You can prompt their thinking with questions such as, "Can you tell us about a time when you felt worried?" **SED2.3a**

Small Group/
Library

Create a class book based on the *Wemberly Worried*. After reading the book, invite children to draw a picture to illustrate a time they felt worried. Add the writing prompt, "(Child's name) Worried" to label the picture and dictate their stories. You can laminate the pages for durability and punch holes in them to create a book. **SED2.4b**

Focus on Family

Families can help children understand and cope with worry through conversations. For example, if your child is nervous around new people you may say "*When we saw Ms. Heather at the store, you seemed very quiet and you just stood beside me. It seemed you may have been a bit nervous about meeting her. What was that like for you?*" This is a great way to help them begin to label their feelings/emotions and to validate the way they are feeling in different situations. **SED2.4b**

