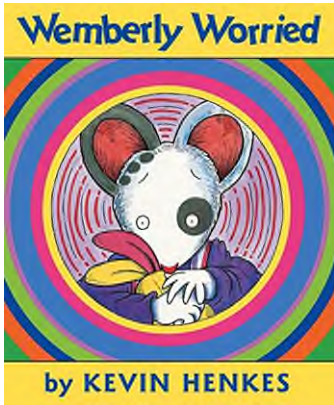


Pre-K Story Time



Wemberly Worried

By Kevin Henkes

Wemberly Worried is a book about a shy little mouse who worries about everything: spilling her juice, shrinking in the bathtub, and snakes in the radiator. She is especially worried about starting her first day of school. Wemberly meets a new friend on that first day, who also worries. Soon, Wemberly realizes that school is too much fun to waste time worrying. (Ages 3-8)

Introducing this book to young children:



CLL5.4a

Before reading *Wemberly Worried*, preview the story by taking a picture walk and discussing the details in the pictures. Point out differences between the pictures on each page. Encourage children to make predictions about what they think the book is about, how Wemberly feels, what made her feel that way and make real life connections to what they see in the book. Tell children, “Let’s read to find out how Wemberly manages her worries.”



CLL5.4d

During the first reading of the book, pause every couple of pages and discuss what is happening in the story. After reading the page about the playground, discuss the things she is worried about on the playground. Ask children to share what makes them worry. Write their responses on chart paper and discuss in subsequent readings of the book.



SED2.4d

After reading the story, facilitate a discussion by asking questions such as, “*I wonder why Wemberly worries so much? What can Wemberly do to feel better and not worry so much?*” Remind children that worrying is natural. We all have worries and there are many ways to manage our worries. Tell the children one way that you manage your worries. Model how to do that, such as writing worries on a piece of paper and putting them in a “worry jar.”

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Repeated readings of the same book provide opportunities for young children to develop a sense of competence and confidence with the text. Each time children have a book reread to them, they learn concepts of print, become more familiar with vocabulary, gain deeper understanding of the story, and make text to self-connections. Read *Wemberly Worried* for several days in a row and use the ideas, activities, and teaching opportunities listed below to enhance children’s enjoyment and comprehension of the story.

GELDS Activity Spotlight



Large Group Literacy

In a large group the teacher can discuss vocabulary words related to feelings, such as “worry” and then talk about self-soothing strategies – ways you can calm yourself: humming a song, thinking of a safe and relaxing place, hugging someone you trust and know will take care of you, telling yourself (self-talk) that things will be OK, taking a deep breath and letting the breath out slowly.

SED3.4b

Small Group

During small group time play Feelings Bingo (from the Pyramid Kit), Feelings Memory or Feelings Matching games (links below). **SED 2.4b**

- Feelings Memory game: <https://bestpractices.gsu.edu/document/feelings-memory-game/>
- Feelings Matching game: <https://bestpractices.gsu.edu/document/feelings-matching/>

Art/Social Studies

Explain that just as Wemberly rubbed her doll’s ears, we can rub a relaxation stone when we are worrying. Explain that we can keep them in our pockets and rub them when needed. Show the students how you use your relaxation stone. Use an example of what you are worried about, then rub your worry stone. Explain that when you focus on what the stone feels like, you are not focusing on your worry. Pass out a stone to each student. Provide the children with paint or markers to decorate their stones with. Remind the students to focus on the smooth surface of the stone and let go of their worry while they concentrate on the stone. **SED 2.4b**

Calm Down Area

Create a coping choice board and add it to the calm down area. Before adding it to the calm down or writing center, show the students the choice board and go over the process. “When I am feeling _____, I can _____.” **SED 1.4d**