

Wemberly Worried

Objective

1. Students will use the strategy of making connections to enhance comprehension.
2. Students will learn what it means to worry and that our worries can be big or small.

Setting

- whole group
- small group

Materials

- *Wemberly Worried* by Kevin Henkes
- chart paper/tablet for writing the guiding question
- Vocabulary cards for *worried*, *bolt*, and *list*

Vocabulary

Weave explanations of target vocabulary into the story-telling and refer to the picture card during story-telling, if needed.

- Vocabulary to teach explicitly before/after reading: *worried*
- Vocabulary to clarify during reading by weaving in a simple synonym or short definition: *worried*, *bolt*, and *list*

Guiding Question

What does Wemberly worry about?

Preparation

- Read *Wemberly Worried* prior to the lesson.
- Record each during reading talking point on a small sticky note. Place each sticky note in the book at the point it will be used.
- Write/post the guiding question so that it's visible to students.
- Gather all materials required for the lesson.

INSTRUCTIONAL PLANNING

GRADE 1 TEKS

Figure: 19 §110.12 (F):
The student is expected make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

§110.12 (9) (B) Students are expected to describe characters in a story and the reasons for their actions and feelings.

1 Before Reading

The book we are reading today is called *Wemberly Worried*. It is about a little mouse named Wemberly who feels worried about many things.

Hold up the vocabulary card. **When we feel worried it means that we feel like something bad could happen. This girl in this picture is worried because she didn't finish her homework and now it's time to give it to her teacher. Imagine you forgot to bring something important to school and are feeling worried. I want all of us to make our best worried faces.** Scan students' expressions pointing out the great worried faces you see. **Well done!**

As we read *Wemberly Worried*, we are going to use a strategy called **Making Connections**. Making a connection is when something reminds us of something from our own background knowledge. Remember, our background knowledge is what we know. Good readers make connections as they listen to or read a story because it helps them understand and remember the story better. We will make

connections as we read today. I will share some of my connections out loud so you can hear what I am thinking. Can you make a connection to feeling worried about something? Do you remember a time when you felt this way? Pause for 3-5 seconds of think time. Turn and talk with your partner. Listen in on conversations. After 10-20 seconds of talk time select 1-2 students to share.

All of us have felt worried about something in our lives. I wonder what kinds of things Wemberly worries about. As we read *Wemberly Worried*, I want us to think about this question: What does Wemberly worry about? This is what we are reading to learn.

Read the story. See the During Reading portion of the lesson plan for suggested places to stop to clarify vocabulary, think aloud the comprehension strategy, and ask comprehension questions.

2 During Reading

The following talking points are samples that can be used during the read-aloud. You may want to adapt these talking points to better fit your own personal connections to the story. You will see two types of talking points: 1) Vocabulary elaborations to define a word at the point of use, 2) Think-alouds modeling use of the comprehension strategy, and 3) Comprehension questions

Stop at the end of page 1 (Vocabulary Elaboration): **Remember, worried means to feel like something bad might happen.** (point to vocabulary card) **“Wemberly worried about everything.”**

Stop on page 2 after the last sentence (Comprehension Strategy Think-aloud): **This reminds me of when I was younger. When I was worried or scared at night I would go to my parent’s room because they always made me feel better. My connection helps me to understand why Wemberly goes to see her parents when she’s worried.**

Stop at end of page 3 (Comprehension Strategy Think-aloud): **This reminds me of when I spill something at someone else’s house. I worry that I might stain the table cloth or break a glass. I would feel bad if that happened.**

Stop at end of page 7 (Comprehension Question): **Does this remind you of anything? Do you worry about things in or around where you live?** Pause for 3-5 seconds of think time. **Turn and talk with your partner.** Listen in on conversations. After 10-20 seconds of talk time select 1-2 students to share.

Page 8 (Vocabulary Elaboration): Weave in a child-friendly definition for bolt without a formal stop. **“...and the bolts, or a small metal bar that holds things together, on the slide ...”**

Stop at the end of page 13 (Comprehension Question): **Why is Wemberly worried about the cake?** Pause for 3-5 seconds of think time. **Turn and talk with your partner about why Wemberly is worried about the cake.** Listen in on conversations. After 10-20 seconds of talk time select 1-2 students to share.

Stop at the end of page 19 (Vocabulary Elaboration): **When you make a list, you say or write things that go together. When Wemberly was starting school she had a list of things she was worried about.** Point to the list Wemberly made.

Stop at the end of page 21 (Comprehension Question): **Does this remind you of anything? How did you feel on your first day of school?**

3 After Reading

Discuss the Guiding Question. **Remember the question we were thinking about as we read: What does Wemberly worry about?** Pause for 3-5 seconds of think time. **Turn and talk with your partner.** Listen in on conversations. After 10-20 seconds of talk time select 2-3 students to share. **Sometimes we think about things that might happen to us that make us feel worried or scared. We might feel worried when starting school or when moving to a new place. We might even worry that we won’t get the birthday present we really want.**

Consider asking these additional questions:

- **What connections did you make to Wemberly?**
- **How did Wemberly feel at the end of the school day? Why?**

Teacher Tips

- Provide examples of times that you were worried and the outcome was positive. Examples may include: worried if your students will like you, hosting a party and worried if anyone will come, worried if the dinner you make will taste good, worried when the dog darted out the front door and ran down the street, etc.
- Remind students that it’s normal to worry and it is a feeling we all have at times. Let students know that it is often helpful to discuss their worries with an adult.
- Students may have varying experiences with Hurricane Harvey and flooding, or other traumatic events. Refer students to a professional social worker or psychologist if needed.

worried

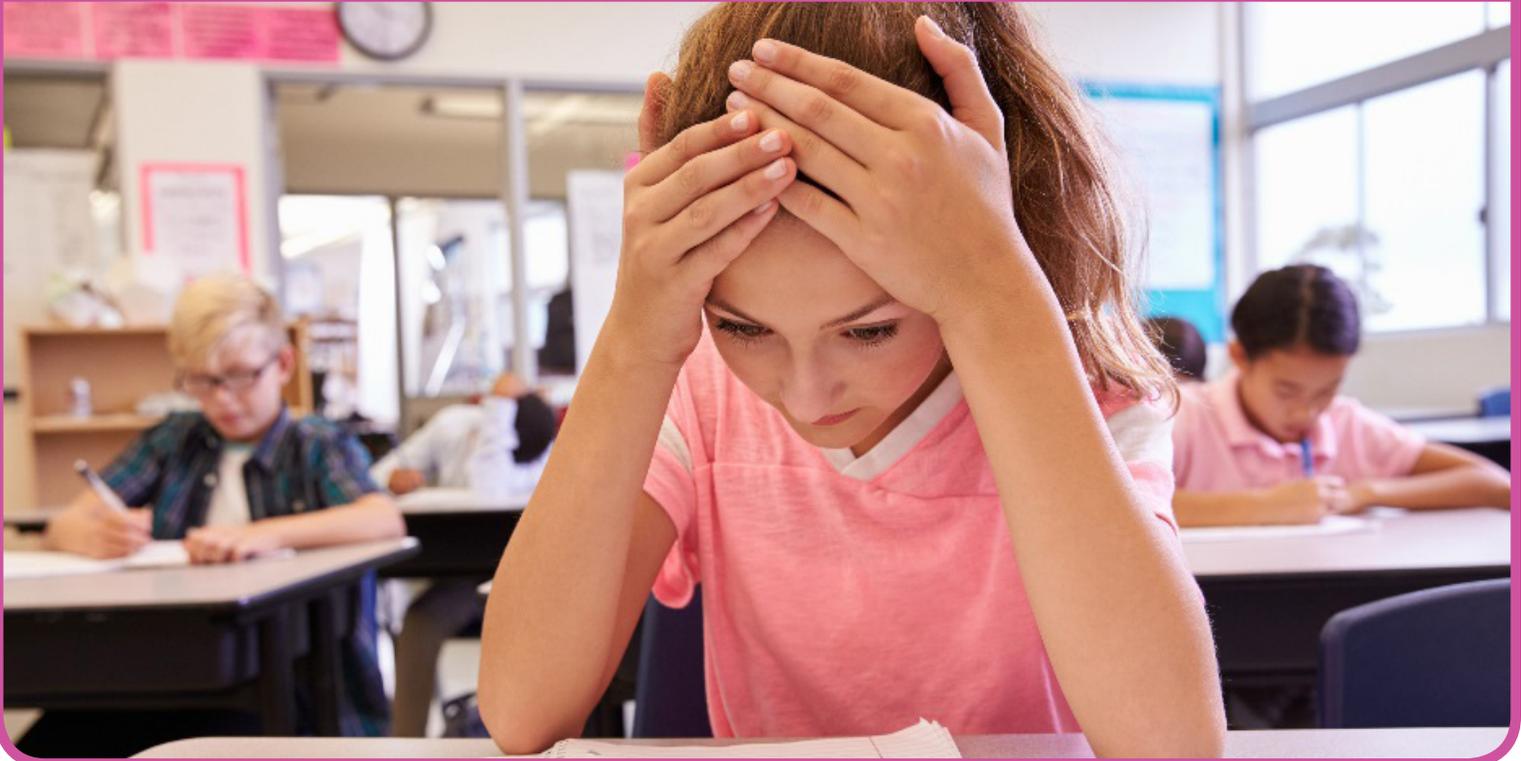


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bolt



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list

