

Interactive Read-Aloud Lesson Plan: *Wemberly Worried*

 **Target Age:** Pre-K / Kindergarten

 **CLASS Focus Area:**
Instructional Support

 **Book:** *Wemberly Worried*
by Kevin Henkes

Pre-Reading: Building the Scaffold



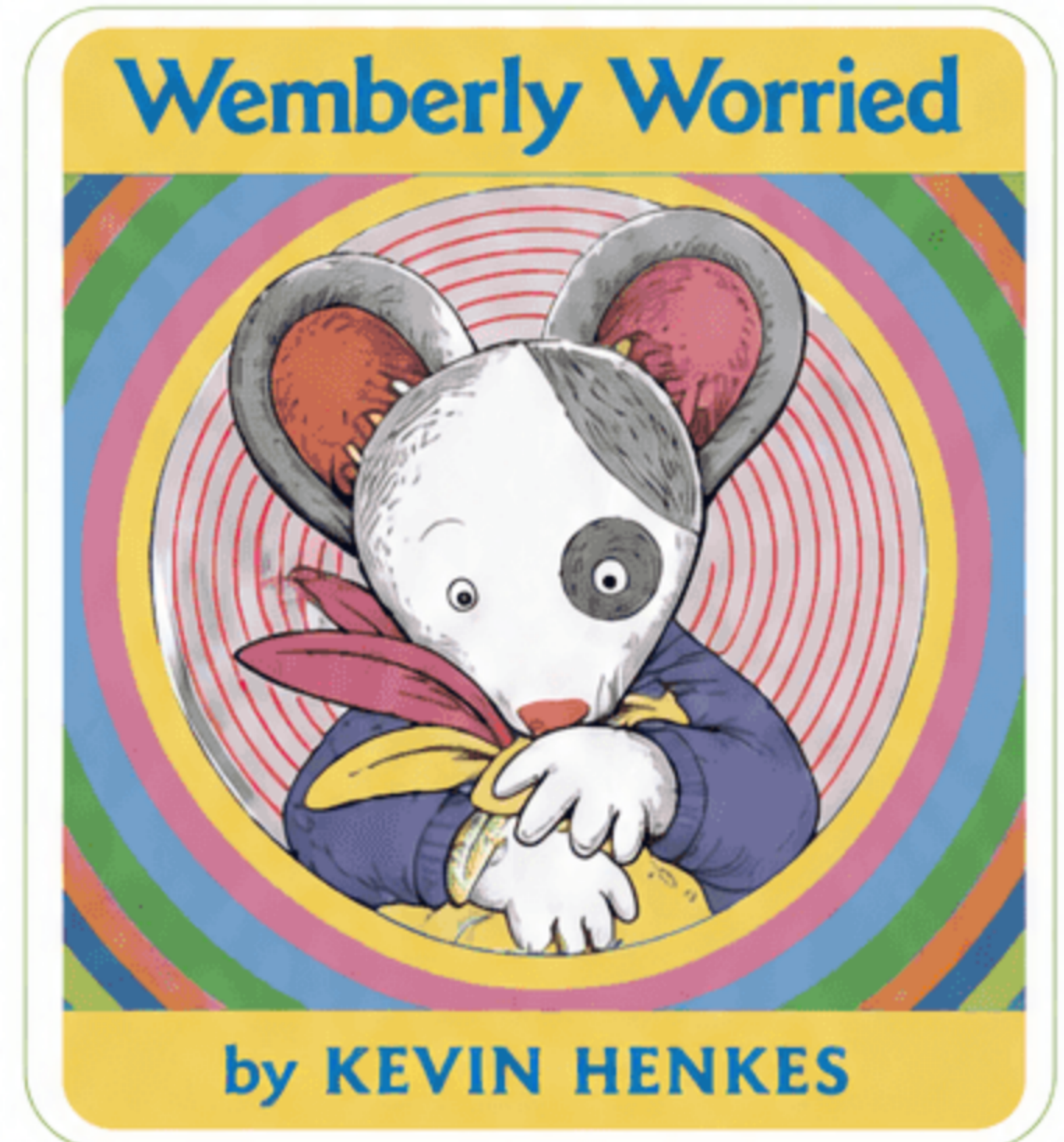
Introduce the Concept: “Today we are reading a book called *Wemberly Worried*. It’s about a little mouse who worries about lots of things. Have you ever felt worried? What does that feeling feel like in your body?”



Vocabulary Preview:
Introduce the word **worried**. “When we feel worried, our tummies might feel tight or our minds go fast thinking about what could go wrong. Let’s make a ‘worried’ face together — maybe a furrowed brow and a little frown.”



First-Look Prediction:
Show the cover picture. “Look at Wemberly’s face. She is holding her stuffed animal, Petal. What do you think she might be worried about? What clues do you see on the cover?”



During Reading: Deepening the Concepts

Goal: Avoid just reading the text. Pause strategically—choose one or two opportunities per session to encourage analysis, reasoning, and language extension.

★ **Note:** Do not attempt all four opportunities in a single reading; select one or two per session.

Opportunity 1

After reading about Wemberly’s many small worries



Concept Development (Analysis):
Why do you think Wemberly spends so much time thinking about what might go wrong?



Language Modeling (Open-Ended):
Tell me about a tiny thing that made you worry before — maybe something that never even happened.



Quality of Feedback (Scaffolding):
Expand children’s responses, connect ideas, and encourage explanations.



Real-World Connection:
Has there ever been a time you worried about something small, and then it turned out okay? What helped you feel better?

Opportunity 2

When Wemberly’s parents reassure her before the first day of school



Concept Development (Analysis):
Why does hearing “it’s okay” not always make the worry go away?



Language Modeling (Open-Ended):
When you feel worried, what does someone say or do that helps you the most?



Quality of Feedback (Scaffolding):
Expand children’s responses, connect ideas, and encourage explanations.



Real-World Connection:
Think about a time you were worried about something new. Who or what helped you feel more ready?

Opportunity 3

When Wemberly meets Jewel at school and they discover they have the same stuffed animal



Concept Development (Analysis):
Why might finding something in common with someone new make us feel less worried?



Language Modeling (Open-Ended):
Tell me about a time you met someone new and discovered you both liked the same thing.



Quality of Feedback (Scaffolding):
Expand children’s responses, connect ideas, and encourage explanations.



Real-World Connection:
Have you ever found a friend because you both liked the same game, toy, or color? Tell us about it.

Opportunity 4

At the end, when Wemberly and Jewel play together and Wemberly forgets to worry



Concept Development (Analysis):
Why does being busy playing with a friend chase worries away?



Language Modeling (Open-Ended):
What is something you do that makes you feel so happy you forget about your worries?



Quality of Feedback (Scaffolding):
Expand children’s responses, connect ideas, and encourage explanations.



Real-World Connection:
What is your favorite thing to do that helps you feel happy and forget your worries?

Post-Reading: Connecting & Creating

 **Discussion Question:** “How did Wemberly change from the beginning of the book to the end? What helped her feel less worried?”

 **Draw & Share Activity:** “Draw a picture of something that sometimes makes you feel worried — and then draw what helps you feel better. It could be a person, a toy, a place, or an activity.”

 **Song or Chant:** “Let’s make up a short class chant: ‘Worries come, worries go — I can breathe and let them go!’ Practice taking a deep breath together.”

★ Classroom Tips for CLASS Success



Concept Development

- ✓ Use the word worry frequently and connect it to children’s experiences.
- ✓ Ask “why” and “how” questions that push beyond recall.
- ✓ Encourage children to compare their own feelings to Wemberly’s.



Language Modeling

- ✓ Model complete sentences when repeating a child’s answer.
- ✓ Introduce feeling words beyond happy/sad: anxious, nervous, relieved, brave.
- ✓ Use open-ended prompts: “Tell me more about that time you felt worried.”



Quality of Feedback

- ✓ When a child gives a short answer, scaffold by adding one piece of information and asking a follow-up.
- ✓ Encourage children to explain their thinking: “What makes you say that?”
- ✓ Connect children’s responses back to the story and to each other’s ideas.