

5 COMPREHENSION STRATEGY LESSON PLANS & PRACTICE PAGES

Guided Reading Level

Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

Making Connections

Wemberly Worried

By Kevin Henkes

Grade Level 1 / Guided Reading Level L

Get Ready to Read

Look at the book cover. How does the book look? What does the cover tell you about the book?

Make Connections While Reading

As you read, think about how the book makes you feel. How does the book make you feel? How does the book make you feel?

Learn About Character

Think about the main character. How does the character feel? How does the character feel? How does the character feel?

Notice the Work You Did While Reading

Think about the work you did while reading. How did you feel? How did you feel? How did you feel?


Time to Read

Look at the book cover. Think about the picture for a few minutes. What do you see? What do you see? What do you see?

Time to Reflect

Think about the work you did while reading. How did you feel? How did you feel? How did you feel?


Making Inferences



1

Get Ready to Read


Learn about the book you are about to read by looking at the cover and the meaning of the title and the author's name.



2

Learn About Compensatory Strategies

Think about how you know what you know and how you can use that to help you read.




3

Making Inferences

Make Inferences While Reading

Look for clues that will help you make inferences. The clues are the things the characters might be feeling or what they might be thinking. What do you notice about the characters? What are they feeling, and what are they thinking, and what are they doing?



4

Notice the Work You Did While Reading

Think	Ask	Reflect	Write

Making Inferences

Grade Levels 1 / Guided Reading Level 1

Wonderfully Worried

Grade Levels 2 / Guided Reading Level 2

Time to Read

Go to the following page. Think about the questions for each page. Use a link to reading partner or write your thoughts.

Page 4 - Make an inference about the characters. Why do you think the characters are worried? Write down the text and **Illustration** that help you with your answer?

Page 12 - Write about the picture. Why is a pig to important to wonder? Write down the text and **Illustration** that help you with your answer?

Page 16 - Write about the picture. Why is a pig to important to wonder? Write down the text and **Illustration** that help you with your answer?

Page 20 - Use the text and **Illustration** to make an inference. How do you think the characters are feeling? Why are they worried? Write down the text and **Illustration** that help you with your answer?

Page 24 - Wonderfully was worried that her teacher would be mean. Using the **Illustration** of the **Phosphorus** in **Mean**. How do you think the characters are feeling? Write down the text and **Illustration** that help you with your answer?

Time to Reflect

Wonderfully Worried? Did you make inferences to understand what was going on? Did you make inferences to understand what the characters were feeling? Did you make inferences to understand what the characters were thinking? Did you make inferences to understand what the characters were doing? Did you make inferences to understand what the characters were feeling? Did you make inferences to understand what the characters were thinking? Did you make inferences to understand what the characters were doing?

Ask: "I read your reading partner about the text. Inference you made about the text. How do you think the characters were feeling? How do you think the characters were thinking? How do you think the characters were doing? How do you think the characters were feeling? How do you think the characters were thinking? How do you think the characters were doing?"

Reflect: "I read your reading partner about the text. Inference you made about the text. How do you think the characters were feeling? How do you think the characters were thinking? How do you think the characters were doing? How do you think the characters were feeling? How do you think the characters were thinking? How do you think the characters were doing?"

Write: "I read your reading partner about the text. Inference you made about the text. How do you think the characters were feeling? How do you think the characters were thinking? How do you think the characters were doing? How do you think the characters were feeling? How do you think the characters were thinking? How do you think the characters were doing?"

Wonderfully Worried? Did you make inferences to understand what was going on? Did you make inferences to understand what the characters were feeling? Did you make inferences to understand what the characters were thinking? Did you make inferences to understand what the characters were doing? Did you make inferences to understand what the characters were feeling? Did you make inferences to understand what the characters were thinking? Did you make inferences to understand what the characters were doing?"

Classroom

Making Connections

Making Inferences

[illegible]

Reelling and Summarizing

1

Get Ready to Read

- Learn about the book
- Know your book's reason to read
- Understand the meaning or purpose of the book

2

Learn About Comprehensive Strategies

- Think about the text you're reading
- Know what you get carried into

Reelling and Summarizing

3

Reel and Summarize the Book

- Think about the important events that happened first, the next, then, and last
- Relate the names of the characters and the setting
- For every character, consider events in happen

4

Notice the Work You Did While Reading

- Ask
- Reflect
- Write

Reeling and Summarizing

Grade Level: 2 | *Character Reeling Level 1*

Wemberly Worried

By Kevin Henkes
Grade Level: 2 | *Character Reeling Level 1*

Time to Read

Stop at the following pages. Read aloud the passages for each page. Talk with a reading partner about your thoughts and feelings.

Pages 3 to 4 Find out what kind of book Wemberly worries about. How does the picture help you guess?

Pages 5 to 6 Wemberly worries about *bed*. What, what things does Wemberly worry about by bedtime? How do you know?

Pages 7 to 8 Wemberly worries about *the morning*. What does Wemberly think? Does he like to listen to his mom? Why or why not?

Pages 10 to 12 What is Wemberly's worst worry? What does Wemberly think is a worst case? Why is it so important to him to get to school on time?

Pages 13 to 14 Wemberly worries about *what she has to do*. Tell what events that when they introduce her back to one another. How does Wemberly feel about the events? What does the drawing show about the part of the story you feel is better understood?

Time to Reflect

Now — write an information card about what you reeled and summarized Wemberly Worried? Did you take throughout the story what you reeled about Wemberly Worried? What did you say when you finished the book?

Ask — Tell your reading partner about your favorite part of the book. Tell the characters, the setting, the events. Explain why you like the book. Remember to ask your partner to share what you enjoyed about the book. Write about the character.

Write — Write about the character. Write about the events that led to a better understanding of the story.

Ask — Write about the work you did while reading Wemberly Worried. Write about the events that led to a better understanding of the story.

ClassPage.com

Answer Key for Making Inferences with Wemberly Worried

Page 6:
 Make an inference about Wemberly's feelings. Why do you think she is worried?

Page 8:
 Make an inference about Wemberly's worry?
 Answers may vary. Sample one is the least worried.

Page 10:
 What details from the text and illustrations support your inference?
 Her grandmother said "You must be scared" and her mother said "You must be scared."

Page 12:
 Infer about Petal. Why is Petal so important to Wemberly?
 Petal is important to Wemberly because she is her best friend.

Page 14:
 How does this inference help you to understand more about Wemberly?

Answer Key for Making Connections with Wemberly Worried

Page 18:
 Wemberly's connection to the story is that she is a mouse who is afraid of mice.

Page 20:
 How does this connection help you to understand more about Wemberly?

Page 22:
 What details from the text and illustrations support your inference?
 Her grandmother said "You must be scared" and her mother said "You must be scared."

Page 24:
 Infer about Petal. Why is Petal so important to Wemberly?
 Petal is important to Wemberly because she is her best friend.

Page 26:
 How does this inference help you to understand more about Wemberly?

Answer Key for Identifying the Author's Purpose with Wemberly Worried

Page 19 to 20:
 These pages have worries written on them. What is the author's purpose for only writing one worry?

Page 21 to 22:
 What is the author's purpose for only writing one worry?

Page 23 to 24:
 What is the author's purpose for only writing one worry?

Page 25 to 26:
 What is the author's purpose for only writing one worry?

Answer Key for Making Inferences with Wemberly Worried

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Page 8:
 Make an inference about Wemberly's worry?
 Answers may vary. Sample one is the least worried.

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Identifying the Author's Purpose

Retelling & Summarizing

Practice Pages and Answer Keys

WRITING ABOUT READING (WITH OPTIONAL CCSS ALIGNMENT)

“I Can” Statement

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

Common Core Free Option

Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com

5 COMPREHENSION STRATEGY GRAPHIC ORGANIZERS

Identifying the Author's Purpose

Title: _____

Who is the author of your book?

What was the author's purpose for writing this book? How do you know?

☐ To Persuade ☐ To Inform ☐ To Entertain

I know the author wanted to _____ because _____.

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Identifying the Author's Purpose

Making Connections

Title: _____

Think about the book. What does the book remind you of?

What type of connection did you make?

☐ Text-to-Self ☐ Text-to-Text ☐ Text-to-World

Draw a picture of your connection in the box below.

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Connections

Making Inferences

Title: _____

What the Text Says	What I Know	What I Can Infer
_____	_____	_____

Draw a picture to illustrate your inference.

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Making Inferences

Retelling and Summarizing

Title: _____

What is this book about?

Draw a picture or write a sentence for each box below.

First	Next
Then	Last

Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Retelling & Summarizing

Synthesizing

Title: _____

At first I was thinking...	My new thinking is...	I used to think...
Because...	Because...	But now I think...
		Because...
My new thinking is...	Now I understand...	After thinking about...
Because...	Because...	I conclude...
		Because...


Directions:

1. Answer each of the questions.
2. Carefully cut on the dotted line.
3. Glue, tape, or staple into your reader's notebook.

Comprehension Strategy Graphic Organizer | ©BookPagez.com

Synthesizing

VOCABULARY CONNECTIONS RESOURCES

<p>Vocabulary Connections</p>	<p>Wemberly Worried By: Kevin Henkes Grade Level: 2 / Guided Reading Level: L</p>
<p>Important Words to Know and Understand in <i>Wemberly Worried</i></p> <p>Bolts A metal rod or pin for fastening objects together that usually has a head at one end and a screw thread at the other and is secured by a nut</p> <p>Chains A line of metal rings connected together</p> <p>Parade A line of people or vehicles that moves through a public place as a way of celebrating an occasion</p> <p>Peeked Looked at something for a short time, often when you did not want other people to see you</p> <p>Radiators A metal piece of equipment that is filled with hot water and is used to heat a room</p> <p>Rusty An orange substance on the surface of metal</p> <p>Shrink To become smaller, or to make something smaller</p> <p>Spots Small, round marks that are a different color to the surface it is on</p> <p>Stripes Long, straight areas of color</p> <p>Worried Anxious or uneasy as you are thinking about problems or unpleasant things that might happen</p>	

Important Words to Know and Understand in Wemberly Worried Word List




Wemberly Worried
 By: Kevin Henkes
 Grade Level: 2 / Guided Reading Level: 1




Vocabulary Connections

1. Identifying - 1. Read the story.

2. Connecting - 2. Read on the side page.

3. Doing - 3. Draw, type or illustrate the story of each word to connect it to the story.

Bolts	Chains	Parade
		

Peeked	Radiators	Rusty
		

Word and Picture Sorting Cards

Vocabulary Connections		Wemberly Worried By: Kevin Henkes Grade Level: 2 / Guided Reading Level: L	
Shrink	Spots	Stripes	
To become smaller, or to make something smaller	Small, round marks that are a different color to the surface it is on	Long, straight areas of color	
Worried			
Anxious because you are thinking about problems or unpleasant things that might happen			

Word and Definition Sorting Cards

<h2 style="margin: 0;">Vocabulary Connections</h2> <p style="margin: 0;">Wemberly Worried By: Kevin Henkes Grade Level: 2 / Guided Reading Level: 1</p>		
<p>Peeked is a/an noun verb adverb adjective</p> <p>Definition of Peeked:</p> 	<p>Radiators is a/an noun verb adverb adjective</p> <p>Definition of Radiators:</p> 	<p>Rusty is a/an noun verb adverb adjective</p> <p>Definition of Rusty:</p>
<p>Peeked looks like this:</p> 	<p>Radiators look like this:</p> 	<p>Rusty looks like this:</p>
<p>Peeked reminds me of:</p> 	<p>Radiators remind me of:</p> 	<p>Rusty reminds me of:</p>
<p>I saw this word in</p> 	<p>I saw this word in</p> 	<p>I saw this word in</p>

Interactive Vocabulary Notebook Cards | ©BookPages.com

Wemberly Worried
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: 1

Stripes is a/an
noun verb
pun verb
adjective

Definition of **Stripes**:

Stripes look like this:

Stripes remind me of:

I saw this word in

Interactive Vocabulary Notebook Cards | ©BookPages.com






Interactive Vocabulary Notebook Cards

Word Games

with Words from Wemberly Worried

Directions: Choose the correct vocabulary word from the word bank to complete each sentence. Write the word in the blank space.

peeked parade chains stripes worried

-  He wore a t-shirt with _____.
-  The _____ has marching bands.
-  She is _____ because she lost her teddy bear.
-  The _____ was shiny.
-  The kids _____ into the box to see the puppy.

Directions: Fill in the missing vowel letters for each word.

- r

_

s

t

y

b

_

l

i

t

s

- s

_

h

r

n

k
- s

_

p

_

t

s
- r

_

d

_

t

r

s

Name: _____

©bookpages.com

Word Games and Answer Key

Vocabulary Connections


Wemberly Worried

By Kevin Henkes

Grade Level: 2 | Guided Reading Level: L

Wemberly Worried

By Kevin Henkes




A new word that I learned in the book is:

It means...

Step by Step Directions:

1. Read the book *Wemberly Worried* by Kevin Henkes.
2. Discuss the book with your class.
3. Complete the Vocabulary Connection.
4. Add your completed work to the Vocabulary Connection Book.



Name: _____

Personalized Vocabulary Bookmark

[illegible]

WORD WORK LESSON PLAN AND ACTIVITIES

Instructional Focus Based on the Words in the Book

Step by Step Lesson Plan

List of words in the book that match the instructional focus

Interactive Activities

Independent Practice Page

Optional Activity to Extend Engagement

Word Work

Wemberly Worried
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

Instructional Focus:
R-Controlled Vowel

Background:
R-controlled vowels are letter R that follows then changes its sound. R-con is being controlled. "AR", "ER", "IR", and "UR". The letter "r" does not often called "bossy R."

Examples:

fork	storm
park	surf
fern	first

Materials and Preparation:

- A Copy of Wemberly Worried
- Chart Paper
- Spinner (1 set for each pair)
- Pencils
- Paperclips
- Spin and Race
- Six color circles
- R-Controlled Vowel
- Optional - Word Detective

Word Work

Wemberly Worried
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

Step 1: Introduce the Focus of Word Work

Introduce R-Controlled Vowel

- Explain that there are five vowels in the alphabet: a, e, i, o, and u.
- Explain that each vowel has both a short vowel sound and a long vowel sound.
- Explain that vowels do not make their usual sounds when they are followed by the letter "r." This is because the "r" is "bossy" and controls the vowel sound.

Sample Anchor Chart

R-Controlled Vowels	
or	er
ir	ur
ar	ur
ir	ur
ar	ur

Word Work

Step 2: Connect Word Work to Reading

R-Controlled Vowels in the Text

- Tell the students that the book they will be reading today has many words with r-controlled vowels.
- Show them page 2 of *Wemberly Worried*. Tell the students to listen extra carefully and look at the words while you read. Remind students that not all words that have a vowel followed by an "r" are words with r-controlled vowels. Ask the students to give a thumbs up when they hear an r-controlled vowel.
- After reading page 2, ask the students to identify any bossy R words from the story (e.g., Wemberly and everything). Add the words to the chart paper.
- Tell the students that you are going to read the book once from beginning to end. Tell them to listen for words that follow the bossy R pattern. Remind them to be polite and not to interrupt you while you read.
- Read *Wemberly Worried*.

Examples of R-Controlled Vowels found in the text:

Wemberly	mother	bars	butterflies
everything	father	car	start
sure	grandmother	forever	more
were	yard	far	ever
morning	digger	birthday	first
her	radiators	party	teacher

Step 3: Guided Word Work Practice

Interactive Exploration

- Divide students into pairs.
- Provide each pair with a spinner, a 'Spin and Race' card, and six color circles.
- Explain that each student will choose three color circles. They will then race off with their partner, racing to reach the finish line in each column of words.
- Demonstrate how to use the spinner by placing a paperclip and pencil in the center and spinning it.
- Tell students to line up their color circles, one at the START line of each column of words.
- Tell students to take turns spinning the spinner. The number that the spinner lands on tells the student which column they can begin to race in. Students can only move their color circle ONE space at a time.

Word Work Lesson Plan | @BookPages.com

Word Work

Wemberly Worried
By: Kevin Henkes
Grade Level: 2 / Guided Reading Level: L

Step 3: Guided Word Work Practice (continued)

Interactive Exploration

- When a student places their color circle on a space, they must read the word containing an r-controlled vowel. If they read it correctly, they remain on that space. If not, they must return to their previous space.
- The other student then takes their turn spinning the spinner. If they land on the same number as their opponent, they hop over them and move to the next available space in that column.
- The game continues until one student wins in each of the three columns.
- Set a timer for 15-20 minutes to keep the activity on track.
- Circulate around the room to observe and assist each pair as they play. Once all pairs have completed their game, facilitate a group discussion to review the activity and reflect on the words practiced.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of the *R-Controlled Vowels practice page*.
- Read the directions with the class.
- Tell the students to complete the practice page.
- Monitor students while they work.

Step 5: Reconnect and Reflect on Word Work

Group Discussion

- Bring the students back together.
- Ask students to explain what they learned about words based on the work they completed.
- Invite students to turn and talk with a partner about their word work.
- Invite 2-3 students to share what they learned with the group.

Step 6: Extend Word Work (optional)

Extension Activity

- Ask students to be on the lookout for r-controlled vowels in their own reading. Tell them to write the words on a sticky note and add them to the anchor chart (review the added sticky notes with the class later in the day or before moving on to the next word work lesson).
- Alternatively, students can keep track of the words using the *Word Detective worksheet*.

Word Work Lesson Plan | @BookPages.com

Spin and Race Game Board

FINISH	FINISH	FINISH
surf	yarn	port
herd	turn	fork
dark	form	germ
bird	dirt	card
farm	hurt	stir
START	START	START

Guided Word Work Practice | @BookPages.com

Name: _____ Date: _____

R-Controlled Word Work Practice Page

Directions: Find and circle the r-controlled vowels in the paragraph below. Remember, not all words with an R after a vowel are bossy R words. Read the words out loud and listen for the bossy R sound before you circle the vowel.

In the neighborhood park, on a hot summer day, Mark saw a big, dark bird. It had purple feathers and a long curved beak. Mark wanted to get closer, but the bird made a loud chirp and flew away. "Oh no!" cried Mark. He felt he couldn't see the bird up close. But then, he heard his friend, Fern, call his name. "Look over here, Mark!" Fern said. Mark turned his head, and not too far away, he spotted an animal in the dirt. It was a cute, furry squirrel. Close by was a young girl with curly hair. Mark walked under the trees and whispered to the girl, "Look." She whispered back, "I see! And over by the water is a turtle!" "Wow," said Mark. "What a great day in the park."

Directions: Read each word in the word list out loud. Listen to the sound the vowel makes. Then write the word in the matching column on the sorting chart.

part	germ	snort
cart	skirt	card
burn	bum	
cord	first	
first		
cart		

Independent Word Work Practice | @BookPages.com

Word Detective: R-Controlled Vowels Extension Activity

Directions:
Be a word detective!
Be on the lookout for r-controlled vowels while you read. Write the word that you find along with the title of the book where you found the word, the page, and the sentence with the word or phrase.

Word	Book Title	Page	Sentence

Name: _____ Word Detective Activity | @BookPages.com

Where R You? Student Directions

Directions:

- Have students sit at their desks.
- Make three columns on one side of the board. Draw a car at the top of the left column, a bird at the top of the middle column, and a cat at the top of the right column. Tell students that each column represents an r-controlled sound. Review the sounds with the class.
- Explain that you will write a word on the board.
- Explain that students must look at the word and figure out where a "bossy R" should go to help change the word into a word with an r-controlled vowel.
- Once you write your word on the board, say, "Where R You?"
- If a student thinks they know where the bossy R goes and what the new word is, they should raise their hand. The student may then give directions on where to write a bossy R and say the new word with an r-controlled vowel.
- Once a student has answered correctly, you can ask the class which column the new bossy R word should go in. Review the pictures at the top of each column, and help students match the sound in their new word to the corresponding sound-column.
- The student who initially answered correctly may line up or move on to their next subject or activity.
- If a student gives incorrect directions or cannot read the word with an r-controlled vowel, ask them to call on a friend for help.
- Reference the words below for this activity:

cat → cart	ban → barn
bun → burn	bid → bird
spot → sport	fat → first
cab → carb	snot → snort
boat → bloat	chat → chart
stall → start	skit → skirt
can → can	hut → hurt
gem → germ	pot → port

Extend Engagement Activity | @BookPages.com

Word Detective

ASSESSMENTS

Running Record Assessment:
Use the first 100 words from
the text to assess oral reading
fluency

Running Record				
Title: Wemberly Worried		Guided Reading Text Level: L	Word Count: 100	
Name: _____		Date: _____		
Accuracy Rate: (# of words correct/100 words) _____				
Error Rate: (# of incorrect words/100 words) _____				
Self-Correction Rate: (# of words self-corrected/100 words) _____				
Time: (in seconds) _____		Words Per Minute: (100/seconds read x 60) _____		
Easy 95%-100% Accuracy		Instructional 90%-94% Accuracy		Hard 50%-89% Accuracy
E = Errors SC = Self-Correction M = Meaning S = Structure/Syntax V = Visual				COUNT
Page		E	SC	INFORMATION USED
				E MSV SC MSV
2	Wemberly worried about everything.			
3	Big Things.			
4	little things, and things in between.			
5	Wemberly worried in the morning. She worried at night. And she worried throughout the day.			
6	"You worry too much," said her mother. "When you worry, I worry," said her father.			
Tested By: _____				
©BookPagez.com				

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-8)

Wemberly Worried CCSS Assessment	Name: _____ Score: / 8
Directions: Use what you know about <i>Wemberly Worried</i> to answer each of the following questions.	
1. Which of the following is not something that Wemberly worried about? <input type="radio"/> (A) The radiator <input type="radio"/> (B) Her doll, Petal <input type="radio"/> (C) The chains on the swings <input type="radio"/> (D) Her grandmother	
2. What important lesson can you learn from the story Wemberly Worried? <input type="radio"/> (A) Playgrounds are unsafe <input type="radio"/> (B) It is not good to worry so much <input type="radio"/> (C) Always ask what other people are dressing as for Halloween <input type="radio"/> (D) Worrying about everything is the best way to live	
3. When Mrs. Peachum introduces Wemberly to Jewel, Wemberly... <input type="radio"/> (A) introduced Petal to Jewel's doll, Nibblet. <input type="radio"/> (B) hid behind her teacher. <input type="radio"/> (C) worried that Jewel was mean. <input type="radio"/> (D) wanted to call her parents and go home.	
4. Which of the following important phrases is repeated throughout the story? <input type="radio"/> (A) Wemberly is a worried mouse. <input type="radio"/> (B) What if Petal is in danger? <input type="radio"/> (C) "Why must you always worry?" asked her father. <input type="radio"/> (D) "Worry, worry, worry," said her grandmother. "Too much worry."	

5. Which two words best describe how Wemberly felt at the beginning of the story versus how she felt at the end of the story? (RL.2.5) <input type="radio"/> (A) worried : nervous <input type="radio"/> (B) quiet : loud <input checked="" type="radio"/> (C) worried : happy <input type="radio"/> (D) calm : patient
6. From whose point of view do you read the story through? (RL.2.6) <input type="radio"/> (A) Wemberly <input type="radio"/> (B) Wemberly's grandmother <input checked="" type="radio"/> (C) A narrator <input type="radio"/> (D) Mrs. Peachum
7. Who is in almost all of the illustrations with Wemberly? (RL.2.7) <input type="radio"/> (A) Jewel <input checked="" type="radio"/> (B) Petal <input type="radio"/> (C) Wemberly's mother <input type="radio"/> (D) Wemberly's father
8. Which of the following is true about Wemberly by the end of the story? (RL.2.10) <input type="radio"/> (A) School is still her biggest worry. <input checked="" type="radio"/> (B) Wemberly made a new friend at school. <input type="radio"/> (C) Wemberly no longer needs Petal. <input type="radio"/> (D) Wemberly is more worried than she was at the beginning of the story.

Answer Key

WORKSHEETS

Sorting Activity

Name: _____ Date: _____

Directions:
In **Wemberly Worried**, Wemberly has lots of big and little worries. Read Wemberly's worry cards, put them out and sort her worries for her using the sorting mat below.

Big Worries	Little Worries

Extension Activity | ©BookPages.com

Name: _____
Date: _____

Directions:

- These are cause and effect cards for Wemberly Worried . Read the cards.
- Cut out the cause and effect cards.
- Mix the cards up then place them face down in front of you.
- Turn two cards over. If the cause and effect are a match, keep the cards and place them on your sorting mat. If they don't match flip them back over.
- Play until you find all the matches.
- Hint: The cards with a square are cause cards. The cards with a circle are effect cards.

Cause Cards (Square)	Effect Cards (Circle)
Wemberly worried about the noise the radiators made because	she played with her new friend, Jewel.
Wemberly rubbed Peta's ears because	a lot of friends came to her party.
Wemberly worried that there would not be enough cake because	rubbing her ears made Wemberly feel better.
Wemberly worried less than usual because	she was afraid there was a snake inside.

Name: _____
Date: _____

EFFECT CARDS

1

2

3

4

she was afraid there was a snake inside.

rubbing her ears made Wemberly feel better.

a lot of friends came to her party.

she played with her new friend, Jewel.

REMEMBER!

is why something happened.
effect is what happened.

EMER!


something happened.
that happened.

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©BookPages.com | Cause and Effect Sorting Mat for Wemberly Worried

Compare and Contrast Matching Game and Answer Key

Compare and Contrast Questions Stems and Answer Key

<p>Answer Key</p>	<p>Directions: The first part of the sentences below tell what happened (the effect) in the book, <i>Wemberly Worried</i>. Complete each sentence by telling the cause.</p>	<p>Wemberly Worried Cause and Effect</p>
<p>Name: _____</p> <p>Directions: The first part of the sentences below tell what happened (the effect) in the book, <i>Wemberly Worried</i>. Complete each sentence by telling the cause.</p> <p>Wemberly worried about the noise the radiators made because _____</p> <p>Wemberly rubbed Petal's ears because _____</p> <p>Wemberly worried that there would not be enough cake because _____</p> <p>Wemberly worried less than usual because _____</p>	<p>Wemberly Worried Cause and Effect</p>	<p>radiators made because <u>she was afraid</u></p> <p>g <u>rubbing her ears made Wemberly feel</u></p> <p>be enough cake because <u>a lot of</u></p> <p>use <u>because she played with her new</u></p> <p>ing happened. The effect is <u>what</u> happened.</p>
<p> Reading Tip! Remember, the cause is why something happened. The effect is what happened.</p>	<p>© BookPages.com Cause and Effect Practice</p>	

COMMON CORE ALIGNED COMPREHENSION ASSESSMENT

Wemberly Worried CCSS Assessment

Name: _____

Score: / 8

Directions:

Use what you know about **Wemberly Worried** to answer each of the following questions.

1. Which of the following is not something that Wemberly worried about?

- ☐ A The radiatot
- ☐ B Her doll, Petal
- ☐ C The chains on the swings
- ☐ D Her grandmother

2. What important lesson can you learn from the story Wemberly Worried?

- ☐ A Playgrounds are unsafe
- ☐ B It is not good to worry so much
- ☐ C Always ask what other people are dressing as for Halloween
- ☐ D Worrying about everything is the best way to live

3. When Mrs. Peachum introduces Wemberly to Jewel, Wemberly...

- ☐ A introduced Petal to Jewel's doll, Nibblet.
- ☐ B hid behind her teacher.
- ☐ C worried that Jewel was mean.
- ☐ D wanted to call her parents and go home.

4. Which of the following important phrases is repeated throughout the story?

- ☐ A Wemberly is a worried mouse.
- ☐ B What if Petal is in danger?
- ☐ C "Why must you always worry?" asked her father.
- ☐ D "Worry, worry, worry," s

CCSS Assessme

5. Which two words best describe how Wemberly felt at the beginning of the story versus how she felt at the end of the story? (RL.2.5)

- ☐ A worried : nervous
- ☐ B quiet : loud
- ☒ C worried : happy
- ☐ D calm : patient

6. From whose point of view do you read the story through? (RL.2.6)

- ☐ A Wemberly
- ☐ B Wemberly's grandmother
- ☒ C A narrator
- ☐ D Mrs. Peachum

7. Who is in almost all of the illustrations with Wemberly? (RL.2.7)

- ☐ A Jewel
- ☒ B Petal
- ☐ C Wemberly's mother
- ☐ D Wemberly's father

8. Which of the following is true about Wemberly by the end of the story? (RL.2.10)

- ☐ A School is still her biggest worry.
- ☒ B Wemberly made a new friend at school.
- ☐ C Wemberly no longer needs Petal.
- ☐ D Wemberly is more worried than she was at the beginning of the story.

Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key