



## Thinksheet

## Rising Kindergarten

### The Worrysaurus By Rachel Bright and Chris Chatterton

#### Caregiver Connections:

**Before Reading:** Examine the front and back cover of the book together and guide your student to predict what the book may be about. **Read the title and discuss the meaning of “worry.”** (*The definition of worry is to think about problems or fears*) Children experience many different emotions, such as: happiness, anger, excitement, sadness, and worry, and you may want to let your student know that these are all normal things to feel and express.

- Guide your student to **take a “picture walk” and make discoveries in the text and illustrations in the story.** Observe and discuss what things the main character might be worried about and how you know.
- **Share with your student about a time where you felt worried** and what helped you chase it away.
- **Ask your student to share ideas about what makes them feel worried.**
- **Creative Response:** Encourage your student to draw a picture of what makes them feel worried (on reverse.)

**During Reading:** As you read together, pause and build understanding by asking your student questions.

- **First, how does Worrysaurus start his day?** What did he pack that he looks forward to enjoying? What was his plan? *How does he feel?*
- **Then, what types of things does Worrysaurus dream up that might go wrong?** Who does he meet that “skittered by”? *What new worry do they have that **put a cloud above their day?***
- **But then, what does he think of that his mommy likes to say?** And what does he reach for that he carries inside his bag? *How did these things make him feel? What do they help him to do?*
- **In the end, what does Worrysaurus enjoy** while sitting with lizard **under the sun?** *How did they feel?*

**After Reading:** Ask questions to help make connections to your student’s life and the world.

- Discuss a few of the things that helped Worrysaurus chase the worries away. Go back to the text for examples. Ask your student to think about and share ideas of what helps them to feel better when they become worried.
- **Creative Response:** Encourage your student to draw a picture of what helps chase the worry away (on reverse.)



These resources were prepared by GELF’s Educator Advisory Council, a group of 28 Tennessee educators, to encourage engagement with the K-3 Home Library books distributed to students over the summer.

Access more resources at [BookersBookClub.org/Activities](https://BookersBookClub.org/Activities)




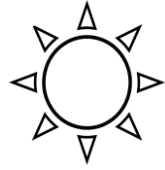


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### Creative Response:

<p><b>Before Reading:</b> Draw what makes you feel worried:</p> 	<p><b>After Reading:</b> Draw what helps you chase the worry away:</p> 
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### Extension at Home:

**Routine Chart:** Routines make life more predictable for children, which in turn can reduce anxiety and worry.

**Work with your student to write or draw a daily routine chart to help them start their day on an anticipated path.** As you write, use sequence words such as, “First, we will brush our teeth. Then, we will get dressed. Next, we will eat breakfast.” Post the chart in a place you and your family can refer to as needed throughout the day. *You might even take pictures of your student doing each step of the routine to create a visual aid! (Look for a link to a Routine Chart template at the QR code below!)*

**“Happy Things” Hunt:** Pick out a container or bag that your student can keep in their space and carry on adventures. **Together, go on a hunt and gather “happy things” that make them feel secure and chase the worry away,** such as a family photo, a special lovey, or a found item or keepsake. Remind them that their chosen objects will be set aside in a special place when they need them. *You might even add your own special letter letting your “Worrysaurus” know they are loved and brave!*



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