Lesson: Comprehension using *Diary of a Worm*  

**Length:** Thirty minutes

**Age or Grade Intended:** First grade

**Academic Standard(s):**

Science 1.4.1: Identify when stories give attributes to plants and animals, such as the ability to speak, that they really do not have.

English 1.2.1: Identify the title, author, illustrator, and table of contents of a reading selection.

English 1.2.3: Respond to *who, what, when, where, why,* and *how* questions and discuss the main idea of what is read.

English 1.2.6: Confirm predictions about what will happen next in a text by identifying key words.

**Performance Objectives:**

1. Using the book *Diary of a Worm*, the students will identify six attributes in the pictures that of worms that are not realistic.

2. The students will identify the title when shown *Diary of a Worm* one hundred percent of the time.

3. After reading *Diary of a Worm*, the students will be able to identify the main idea of the story two out of three times.

4. While reading *Diary of a Worm*, the students will identify key words to confirm their previous predictions three out of five times.

**Advanced Preparation by Teacher:**

- The teacher should prepare a container with live earthworms in soil to show the students.
- The teacher needs paper and crayons for each student to use to draw. The teacher needs the book *Diary of a Worm* to read. The teacher needs to prepare a story map worksheet for half of the class and one large concept map to use with the whole class. The story
map can be found at http://teacher.scholastic.com/lessonplans/graphicorg/storymap.htm.
The concept map can be found at http://www.edhelperclipart.com/clipart/teachers/organic-animal.pdf. Each student needs to have a response journal to write in.

- The teacher may need a timeline for students to fill in and computers with internet access for students who finish early. The timeline can be found at http://teacher.scholastic.com/lessonplans/graphicorg/timeline.htm.

Procedure:

Introduction/Motivation:
1. Show the students the worms that the teacher brought in. (Gardner: Naturalist intelligence)
2. Ask the students what they think of when you say the word “worm.”
3. Have the students draw a picture of what they think of when you say “worm.” (Gardner: visual/spatial intelligence)

Step-by-Step Plan:
1. Gather the students in the reading area. Show the students the book Diary of a Worm. Explain that this book is a fictional book, but that it also includes facts about worms.
2. Do a picture walk of the book. First, show the students the cover and have them predict about the book by asking, “What do you think this book is about?” (Bloom: Application) Then show them the rest of the pictures. Stop on several pictures, such as March 30, May 8, June 5, and July 4, and ask, “What does this picture show us about worms?” (Bloom: Application) Also ask, “Why do you think the author included that picture in the book?” (Bloom: Evaluation) Finally, ask, “Compare or contrast this picture with real life” (Bloom: Analysis)
3. Next, talk about the concepts of print. Ask the students, “Where is the title?” (Bloom: Knowledge) “What else can we find on the cover?” (Bloom: Knowledge) Make sure that the students identify the author and illustrator. Explain that this book is written in diary form, so each page has a date and then describes what happened during that day.
4. Read the book, stopping to ask comprehension questions and use think-alouds. (Gardner: Linguistic intelligence)
   - After the last entry on March 29, ask, “What do you think will happen next?” (Bloom: Application)
   - After the entry on March 30, ask the students, “Explain if your prediction was right or wrong.” (Bloom: Comprehension) “Identify the keyword in this sentence that lets you know if you were right.” (Bloom: Knowledge)
   - After the April 10 entry, ask, “Why did the worm family spend the day on the sidewalk?” (Bloom: Knowledge)
   - After the April 15 entry, the teacher should think aloud about a time that you forgot your homework to model the comprehension strategy of making connections.
   - After the July 28 entry, ask, “What other things might be bad about being a worm?” (Bloom: Synthesis)
After the July 29 entry, ask, “Which one of these reasons for being a worm is the best? Why?” (Bloom: Evaluation)

At the end of the book, ask the students to summarize the main idea of the story. (Bloom: Comprehension)

5. Have the students work with a partner to fill in a story map. The students should spread out around the room to do this. Then discuss the story map together as a class. (Gardner: Interpersonal intelligence)

6. The teacher will teach the students the song, “Squiggly Worms.” (Gardner: Musical intelligence)

7. Pass out the concept map worksheet. The teacher explains that he/she is going to read the book again, and this time they are going to focus on the facts in the book. The students should pay special attention to where the worms live, what they eat, and interesting facts about them. While reading, the teacher should fill in the concept map with the students. Students may raise their hands when they find something to add to the map.

8. The students will write in their response journals at their seats about what they have learned about worms. (Gardner: Intrapersonal intelligence)

Closure:

1. The students should close their response journal and put it away when they are done writing. They may then work on the websites provided by the teacher on the computer until everyone else is done.

2. When everyone has finished their journals, the teacher will have the whole class go to their desks to begin the next activity.

Adaptations/Enrichment:

- The teacher may partner students who are struggling with a stronger student to complete the story map.
- The teacher can help students who are struggling with writing when they write in their journals. These students may also be allowed to draw pictures instead of writing.
- Students who finish their story map early may create a timeline covering the book.
- Students who finish journaling early may visit http://www.urbanext.uiuc.edu/worms/ or http://yucky.kids.discovery.com/noflash/worm/index.html to discover more about worms.

Self-Reflection:

- Was the lesson successful?
- What my students enjoy about the lesson?
- Did I meet my objectives?
- How can I improve this next time?
- Comments:
Squiggly Worms

(to the tune of Old McDonald had a Farm)

Our class had some little worms
In a compost bin.
All these worms made healthy soil,
In a compost bin.
With a squiggle squiggle here and a squiggle, squiggle there.
Here a squiggle, there a squiggle, everywhere a squiggle, squiggle.
Our class loved our little worms
In their compost bin.

*Song taken from http://www.ci.tacoma.wa.us/envirokids/Activities/songs.htm#Squiggly
Concept map:

- Animal Name
- Interesting Facts
- Eats
- Habitat

Name

Date