

Here's What You'll Get in the Diary of a Worm Super Pack

4 Comprehension Strategy Lesson Plans and Practice Pages

Making Connections Lesson Plan

Making Connections
Diary of a Worm
By: Doreen Cronin
Grade Level: 2 / Guided Reading Level: K

1
Get Ready To Read
Learn about the book
Get your brain ready to read
Understand the meaning of important words found in the book

Summary
Diary of a Worm is the story of a worm that is not that different from you or me except for a few important details. First, worms live in the ground. Second, worms never have to take a bath or go to the dentist. Last, worms can't dance the Hokey Pokey very well because they don't have any legs or arms. That's about where the differences end. In Diary of a Worm you'll meet a worm who, like most boys and girls, hates to do his homework, loves hanging out with his best friend, and can't help making fun of his sister.

Link to What You Know
Do you ever worry about anything? If so, what do you worry about?
Think about what you like to do with your friends. What are some things you do for fun?

Important Words to Know and Understand
Bait - Food placed on a hook or in a trap to catch fish, birds, or animals

2
Learn About Comprehension Strategies
Think about the text you read
Know what to do

Why Readers Make Connections While Reading
Readers make connections to better understand a text. There are three types of connections that readers make.
The first type of connection is a **text to self** connection. When a reader makes a **text to self** connection, they compare the characters or events in the book to their own lives.
The second type of connection readers make is a **text to text** connection. When a reader makes a **text to text** connection, they compare the characters and events in a book to another book that they have read.
The third type of connection readers make is a **text to world** connection. When a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

Making Connections Lesson Plan

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3
Make Connections While Reading
Does this book remind you of your own life?
Does this book remind you of other books you've read?
Does this book remind you of things you've heard about in the world?

Time to Read
Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.
Page 6 - Worm and Spider seem to be good friends. Do you have a friend you enjoy spending time with? What kind of things do you do together?
Page 14 - Worm learns about using good manners from his grandfather. Make a **text to self** connection. Have you learned some important lessons from someone in your family? Who was it and what did they teach you?
Page 24 - Worm talks a lot about his family in this book. Think about the other books you have read where the character's family plays an important role in the story. Make a **text to text** connection.
Page 32 - Worm's mother tells him that "the earth never forgets we're here." Why might worms be important to the earth? Tell about your **text to world** connection.

4
Notice the Work You Did While Reading
Think
Reflect
Write

Time to Reflect
Think - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about *Diary of a Worm*? How did your prior knowledge help you as a reader?
Talk - Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share the thoughts about the book too.
Write - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Diary of a Worm*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

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Get your brain ready to read
Understand the meaning of important words found in the book

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Asking Questions
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Asking Questions While Reading
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Making Inferences

Asking Questions

Understanding Text Structure
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Understanding Text Structure While Reading
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Understanding Text Structure

Answer Key for Making Connections with Diary of a Worm

Your Turn to Practice Making Connections with Diary of a Worm

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Answer Key for Making Inferences with Diary of a Worm

Your Turn to Practice Making Inferences with Diary of a Worm

Page 6: Look at the pictures. What can you infer would happen if Spider didn't catch worms in the web? Why do you think so? How do you know?

Page 14: Make an inference about how worm feels when Spider fell out of his tree. How do you think worm felt? What do you think Spider was thinking? Why do you think so?

Page 24: The author uses speech bubbles quite often in the story? How do the speech bubbles help you to better understand the story?

Page 32: The author uses a lot of sequencing and description to tell about the worm's life. Why do you think the author used these text structures?

Answer Key for Asking Questions with Diary of a Worm

Your Turn to Practice Asking Questions with Diary of a Worm

Page 6: What are you wondering at this point in the story? How will your question help you to better understand the book?

Page 14: The worm seems to have a lot of worries. What else might worms have to worry about?

Page 20: What are you wondering now? Is your question about the characters, the problems, or the words in the book?

Page 32: What did you learn about the worm? Do you have any more questions? If so, what is your question?

Answer Key for Understanding Text Structure with Diary of a Worm

Your Turn to Practice Understanding Text Structure with Diary of a Worm

Page 6: What do you notice about the structure of the book? What text features do you notice?

Page 11: Here the author writes the word SCREAMED in all capital letters. Why do you think the author used these text structures?

Page 14: The author uses speech bubbles quite often in the story? How do the speech bubbles help you to better understand the story?

Page 18: The author uses a lot of sequencing and description to tell about the worm's life. Why do you think the author used these text structures?

Page 32: The last sentence in the story is "But, like Mom always says, the earth never forgets we're here." How does this sentence help the reader understand the author's purpose and message?

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Practice Pages and Answer Keys

Writing About Reading with Optional CCSS Alignment

Strategy and Text Based Reader's Response Prompt

Common Core State Standard

"I Can" Statement

Diary of a Worm: Making Inferences

What do you think worm is trying to teach us in the story?
What does he want us to remember?

I can find the main message in a story. CCSS: RL.2.2

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

Common Core Free Option

Diary of a Worm: Making Inferences

What do you think worm is trying to teach us in the story?
What does he want us to remember?

Diary of a Worm: Making Inferences

What do you think worm is trying to teach us in the story?
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Diary of a Worm: Making Inferences

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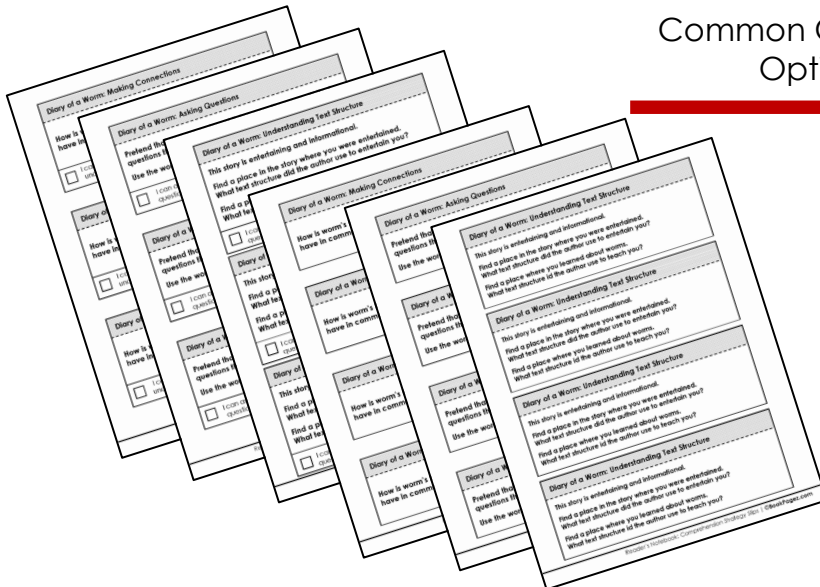
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Diary of a Worm: Making Inferences

What do you think worm is trying to teach us in the story?
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Reader's Notebook: Comprehension Strategy Slips | ©BookPagez.com



Reading Response Prompts for Each Comprehension Strategy Lesson Plan

4 Comprehension Strategy Graphic Organizers

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 Reader's Response Prompt | ©BookPagez.com

Making Connections

Making Inferences

What the Text Says	What I Know	What I Can Infer
Look for clues in the text or pictures.	What do you know about the subject?	Inferences, thoughts, clues, feelings.

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 Reader's Response Prompt | ©BookPagez.com

Making Inferences

Asking Questions

Title: _____

Question Sentence Starters

I wonder... Why didn't... How does...
 I'm confused when... I am curious about... I am not sure why...

Question	Answer
Question	Answer
Question	Answer

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 Reader's Response Prompt | ©BookPagez.com

Asking Questions

Understanding Text Structure

Title: _____

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page:	
	Page:	
	Page:	
	Page:	

Text Structures You Might See While Reading

Description	Inference	Clue and Detail

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 Reader's Response Prompt | ©BookPagez.com

Understanding Text Structure

Word Work Lesson Plan and Activities

Instructional Focus Based on the Words in the Book

Word Work
Diary of a Worm
 By: Doreen Cronin
 Grade Level: 2 / Guided Reading Level: K

Instructional Focus:
 Long Vowel Digraphs (ai, ea, ei, oa, ay, ia, ie)

Background:
 A digraph occurs when two letters spell a sound. When a word has two vowels next to each other, the vowel sound is different.

Word Work
Diary of a Worm
 By: Doreen Cronin
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Step 1: Introduce the Focus of Word Work

Introduce Long Vowel Digraphs

- Draw the students' attention to the chart paper.
- Explain that when a word contains two vowels next to each other, they make a long vowel sound.
- Review the vowels and long vowel sounds.
- Write the word "paid" in the first column on the chart paper below "ai." You may want to use a different colored marker to write the letters "ai."
- Write the word "stay" in the second column on the chart paper below "ay." You may want to use a different colored marker to write the "ay."
- Continue adding the words under the corresponding columns (bead, either, boat, rain, tried).
- Ask the students to think of other words that follow the patterns. Allow students to turn and talk with a partner about the words they came up with or share with the class. Discuss any misconceptions if students share words that do not follow the pattern. Record words that do follow the pattern on the chart paper.

Step 2: Connect Word Work to Reading

Long Vowel Digraphs in the Text

- Tell the students that the book they will be reading today has a lot of long vowel digraphs.
- Show them **page 3** of *Diary of a Worm*. Tell the students to listen carefully and look at the words while you read. Ask the students to put a thumb up when they see or hear a word that follows the pattern.
- After reading, ask the students to identify the long vowel digraphs (tried, teach). 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 be listening for words that follow the pattern. Remind them to be polite and not to interrupt you while you read.
- Read *Diary of a Worm*.

Examples of Long Vowel Digraphs in the Text:

- tried
- teach
- season
- rained
- soaked
- day
- today
- hear
- giant
- eating
- rear
- being
- either
- boat
- leaf
- diary

Materials and Preparation:

- A Copy of *Diary of a Worm*
- Chart Paper
- Long Vowel Digraphs P
- Sorting Cards (1 set per student)
- Bingo Board
- 25 Pennies or Bingo Chips
- Word Bingo Student Directions
- Word Scramble Word Bank
- Optional - Word Detective Worksheet
- Optional - 2 Colors of Ink

Step by Step Lesson Plan

Optional Activity to Extend Engagement

List of words in the book that match the instructional focus

Word Work
Diary of a Worm
 By: Doreen Cronin
 Grade Level: 2 / Guided Reading Level: K

Step 3: Guided Word Work Practice

Interactive Exploration

- Provide each student with a set of sorting cards (allow students to cut apart the cards or provide them with pre-cut cards).
- Review the words.
- Sort according to Long Vowel Digraph (ai, ea, ei, oa, ay, ia, ie)
- Provide each student with a copy of the Word Bingo game mat.
- Tell the students that they are making their own game board.
- Tell the students to write one of the words on their sorting cards on each blank square.
- Explain that some words may need to be used more than once in order to fill in all of the squares.
- Model how to make the bingo board.
- Provide each student with 25 bingo chips, counters, or pennies
- Begin to play Bingo (use the sorting cards to call words)
- Upon completing the game, ask students to place their sorting cards into a resealable bag for later use or send the words home.

Step 4: Independent Word Work Practice

Practice Page

- Give each student a copy of *Word Scramble Word Work*.
- 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 long vowel digraphs in their own "Bingo." Tell them to write their 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*.

Interactive Activities

Independent Practice Page

Word Bingo
 Interactive Activity

Directions:
 Use your sorting cards to make your Bingo board. Write one word in each box. Make sure that you don't use a word more than once. Have fun and goodluck!

		FREE		

Guided Word Work Practice | ©BookPagez.com

Extension Activity

Word Detective: Long Vowel Digraphs
 Extension Activity

Directions:
 Be a word detective!
 Be on the lookout for long vowel digraphs 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 Work Extension Activity | ©BookPagez.com

Word Scramble
 Word Work Practice Page

Directions:
 Unscramble the words to form the words in the word bank. The first one has been done for you.

Word Bank

either	soaked	realy	teach	diary	rained
people	being	rear	maybe	giant	day

- either _____
- erra _____
- deacook _____
- hecat _____
- leoppe _____
- llyae _____
- ambye _____
- yrdia _____
- ribbeg _____
- yda _____
- figna _____
- lednar _____

Name: _____ Independent Word Work Practice | ©BookPagez.com

Assessments

Running Record

Title: *Diary of a Worm* Guided Reading Text Level: K 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/secondsread x 60) _____

Easy 95% - 100% Accuracy	Instructional 90% - 94% Accuracy	Hard 50% - 89% Accuracy

Page	Text	COUNT		INFORMATION USED	
		E	SC	E	SC
1	March 20 Mom says there are three things I should always remember: The earth gives us everything we need.				
2	When we dig tunnels, we help take care of the earth.				
3	Never bother Daddy when he's eating the newspaper. March 29 Today I tried to teach Spider how to dig.				
4	First all of his legs got stuck.				

Tested By: _____ @BookPagez.com

Running Record Assessment

Diary of a Worm
CCSS Assessment

Name: _____
Score: / 9

Directions:
Use what you know about *Diary of a Worm* to answer each of the following questions.

- Which of these is not a key detail to understanding the events in Worm's diary?
 - A Worm has a family and friends.
 - B Worm and his family live underground.
 - C Worm said hello to all the ants.
 - D Worms have an important job on Earth.
- Worm doesn't have a problem to solve, so what is he trying to show us through his diary?
 - A His life is like our lives...family, friends
 - B Worms are better than spiders.
 - C Worms can be Secret Service agents
 - D His life would be perfect if he could
- How does the family respond to the start of the diary?
 - A They went fishing.
 - B They played hopscotch.
 - C They had to dig deeper underground.
 - D They hid underneath some mushrooms.
- What other word could be used instead of "invisible"?
 - A dry
 - B drenched
 - C hot
 - D freezing
- How do Brian's actions and feelings at the beginning of the story, help us to understand why he feels invisible? [RL.3.5]
 - A Brian is lonely, does not play with friends, and is sad which is why he feels invisible.
 - B Brian is grumpy, not kind to others, and is miserable which is why he feels invisible.
 - C Brian is the class clown at school which is why he feels invisible at home.
 - D Brian does not feel invisible.
- Who is telling the story in *The Invisible Boy*? [RL.3.6]
 - A Brian (1st person)
 - B Justin (1st person)
 - C A narrator (3rd person)
 - D Nathan (1st person)
- How do the illustrations of Brian throughout the story describe his feelings? [RL.3.7]
 - A When Brian is black and white he is feeling lonely. When he is in color he is feeling happy and included.
 - B When Brian is black and white he is old. When he is in color he is young.
 - C When Brian is black and white he is angry and mean. When he is in color he is happy and included.
 - D When Brian is black and white he is visible. When he is in color he is invisible.
- How is Brian's character different from Justin's character? [RL.3.9]
 - A Justin does not care about people and Brian loves people.
 - B Justin is friendly and Brian is timid and shy around everyone.
 - C Justin and Brian are new students.
 - D Justin is lonely and Brian is outgoing.
- Which of the following best describes the genre of *The Invisible Boy*? [RL.3.10]
 - A Nonfiction
 - B Fable
 - C Poem
 - D Fiction

CCSS Assessment 2nd Grade Reading Standards for Literature | BookPagez.com

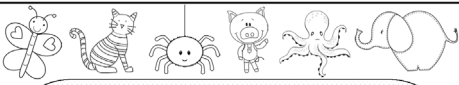
Common Core Assessment:
One question for each Reading
Informational OR Reading Literature
standard (1-9)

Answer Key

Extension Activity

Name: _____ Date: _____

Directions:
In the book *Diary of a Worm*, the worm tells about his day. Choose one of the creatures below. Color the creature then use what you know about that creature to fill in the blanks below.



I am
a butterfly a cat a spider a pig an octopus an elephant

My name is _____. For
breakfast this morning, I ate _____
_____. Then I went to _____
_____.

After that I had to _____
_____. The best part of
my day was when _____
_____.

It was the best part of my day because _____
_____.

Extension Activity | ©BookPagez.com

Bonus Extension Activity

Complete Common Core Alignment

Common Core State Standards Correlation
<p>Diary of a Worm Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Diary of a Worm" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Making Connections Lesson Plan and Resources</p> <p>Reading: Literature RI.2 – Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RI.3 – Use information gathered from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. RI.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.2 – Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p>
Diary of a Worm CCSS Alignment ©BookPagez.com

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Common Core State Standards Correlation
<p>Diary of a Worm Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Diary of a Worm" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Asking Questions Lesson Plan and Resources</p> <p>Reading: Literature RI.1 – Ask and answer such questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text. RI.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Reading: Foundational Skills RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.</p> <p>Writing W.2.2 – Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking & Listening SL.2.1b – Build on others' talk in conversations by linking their comments to the remarks of others. SL.2.2 – Ask for clarification and further expansion as needed about the topics and with order discussion. SL.2.3 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. SL.2.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>Language L.2.4 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including adjectives and adverbs to describe (e.g., when other kids are happy that makes me happy).</p>
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Common Core State Standards Correlation
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Comprehension Strategy Lesson Plan and Resource Common Core Alignment

Common Core State Standards Correlation
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Vocabulary Connections
Common Core Alignment

Common Core State Standards Correlation
<p>Diary of a Worm Lesson Plans, Resources, and Activities</p> <p>The lesson plans, resources, and activities for use with "Diary of a Worm" correlate with the following English Language Arts Common Core State Standards for second grade.</p> <p>Word Work Lesson Plan and Resources</p> <p>Reading: Foundational Skills RF.2.3 – Know and apply grade-level phonics and word analysis skills in decoding words. RF.2.4 – Read with sufficient accuracy and fluency to support comprehension.</p>
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Word Work
Common Core Alignment