



About the Book

Text Type: Nonfiction/Informational Page Count: 16 Word Count: 279

Book Summary

Most people don't think much about the small and slimy earthworm, but worms actually have a big role in our environment. *Wiggly Worms* teaches students about a worm's body and behaviors, how it helps plants and other animals, and its place in the food chain. Photographs and simple sentences will aid the emergent reader in successful decoding. The book also presents opportunities for learning about main idea and details and adjectives.

Book and lesson are also available for Levels G and M.

About the Lesson

Targeted Reading Strategy

- Ask and answer questions

Objectives

- Ask and answer questions to understand text
- Identify main idea and details
- Discriminate medial long vowel /u/ sound
- Identify VCe pattern
- Recognize and use adjectives
- Understand and use antonyms

Materials

Green text indicates resources that are available on the website.

- Book—*Wiggly Worms* (copy for each student)
- Chalkboard or dry-erase board
- Sheets of paper
- Pictures cut out from an extra copy of the book
- Picture of an earthworm
- Main idea and details, VCe pattern, adjectives worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on an interactive whiteboard or completed with paper and pencil if the books are reused.)

Vocabulary

*Boldface vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- High-frequency words: *are*, *know*, *them*
- Content words:
Story critical: *cocoon* (n.), *mate* (v.), *muscle* (n.), *soil* (n.), *tube* (n.), *waste* (n.)

Before Reading

Build Background

- Write the word *worms* on the board and read it aloud. Point to the word and have students read it aloud. Have students share with a partner everything they know about worms.

- Invite volunteers to come to the board and draw a picture of a worm. Ask students to think about their discussion with their partner and decide on three key words that best describe worms. Call on random students to share a key word with the rest of the class, and create a list of key words on the board.

Book Walk

Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the book. Ask students what they expect to read about in the book, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

Introduce the Reading Strategy: **Ask and answer questions**

- Explain to students that engaged readers ask questions before and during reading, and look for answers to those questions as they read. Point out that asking and answering questions helps readers understand and remember what they read.
- Model asking questions.
Think-aloud: The picture on the cover shows a boy holding a worm, and the title is Wiggly Worms. I know that the book will be about worms, but I don't know much about them, so I read the table of contents to give myself some ideas about what this book will teach me. The topics presented fill me with questions. What are earthworm bodies like? I always just picture them as stringy lines. Why are worms slimy? As I read, I will look for the answers to these questions and any other new questions I conceive.
- Write the questions from the think-aloud on the board. Underline key words and add a picture for each question.
- Have students review the table of contents with a partner and discuss any questions they have on the basis of this information. Ask students to write their questions on a separate sheet of paper. Invite volunteers to share a question with the rest of the class, and record the questions on the board, with pictures and underlined key words.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Comprehension Skill: **Main idea and details**

- Explain to students that most books have a main idea, or a big idea that is the general topic of the book. Explain that the details are the extra descriptions and information that help the reader to better understand the main idea. Remind students that the title often provides clues about a book's main idea. Read the title aloud to students and have them share with a partner predictions about the main idea of the book.
- Invite volunteers to share their predictions with the rest of the class, and guide students to a consensus that the main idea of the book has something to do with worms. Point out that they need more information to finalize the main idea of the book.
- Read page 4 aloud. Model identifying the main idea of the book.
Think-aloud: I know that authors frequently present the main idea at the beginning of the book. We already know the topic of the book will be about worms, so I am looking for a sentence that expresses a big idea about worms. The second sentence of the book sounds promising. These small animals change the soil in big ways. The sentence is about earthworms and what they do. This is a broad topic that can be developed with details. I would reword it a little bit to express the main idea: earthworms are small animals that change the soil in big ways. Of course, I will need to read more of the book to confirm that this is the main idea, and I can do this by searching for the details and seeing if they do indeed support this idea.

- Write the main idea on the board: *earthworms are small animals that change the soil in big ways.* Read the sentence aloud with students, and encourage students to consider this idea as they read.
- Review the list of key words on the board. Ask students to discuss with a partner whether any of these key words would work as details for the main idea on the board, and invite volunteers to share their thoughts with the rest of the class. Point out that while these words could be details, students will be looking for the details the author chose to include in the book.
- Remind students that the table of contents provides readers with an idea of the information to expect in the book. Have students review the section titles with a partner and determine what details they suggest for the book. Invite volunteers to share with the rest of the class their predictions about details in the book.

Introduce the Vocabulary

- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 5, you might say: *A worm's body is shaped like a tube. Remember, a tube is a long, hollow cylinder. What other animals or objects have tube shapes?*
- Remind students to look at the picture and the letters with which a word begins to help them decode difficult words. For example, point to the word *soil* on page 4 and say: *I am going to check the picture and first letter to figure out this word. The sentence tells me that earthworms change something in big ways. The earthworm in the picture is moving through dirt. Does an earthworm change dirt in a big way? The word dirt, however, begins with the /d/ sound, and this word starts with the /s/ sound. I know that another word for dirt is soil. The word soil begins with the /s/ sound, and it makes sense with the sentence and the picture. The word must be soil.*
- Break students into six groups, and assign a vocabulary word to each group. Have groups find their word in the book and then examine the context (photograph and sentence) to determine a meaning for the word. Ask groups to share their definition for the word with the rest of the class.
- Point out the glossary at the back of the book. Review or explain that a glossary contains a list of words and their definitions particular to the book. Have students turn to page 16 and find their vocabulary word in the list. Invite a volunteer to read aloud the definition of their word. Have students discuss in their groups how the glossary definition compares to the definition they inferred.
- Record the words and their definitions on the board. Place on the board pictures cut out from an extra copy of the book.
- Have students work with a partner to choose vocabulary words that describe each picture. Then, have students work with their partner to create oral sentences about the pictures, making sure that each sentence contains at least one vocabulary word. Invite volunteers to share a sentence with the rest of the class.

Set the Purpose

- Have students read to find out more about earthworms. Remind them to continue asking questions and looking for answers as they read and to seek details that support the main idea.

During Reading

Student Reading

- **Guide the reading:** Have students read from page 4 to the end of page 7. Encourage those who finish early to go back and reread.
- **Model asking and answering questions.**
Think-aloud: *Earlier, I thought of questions I had before reading. I wanted to know what an earthworm's body was like and why they were slimy. While I was reading, I found the answer to the first question. An earthworm's body is made up of many parts, each of which bend and stretch. It is shaped like a tube, with each small part similar to a ring. The book has not answered my question about why earthworms are slimy, so I will continue to look for the answer to that as I read. Having read these pages, I also have new questions on the basis of the information I read. Why do worms move through the soil? What do earthworms eat? As with my other questions, I will search for the answers to these as I read.*

- Write the answers beneath the corresponding questions on the board. Review with students the other questions on the board. Have students point to questions that have already been answered by the book. Ask students to discuss with a partner the answers to those questions, and invite volunteers to share answers with the rest of the class. Record answers on the board beneath their corresponding questions, and underline key words.
- Have students write on their separate sheet of paper at least one new question they have for the book and share their questions with a partner. Invite volunteers to share their question with the rest of the class, and record them on the board with underlined key words.
- Review with students the main idea of the book: *earthworms are small animals that change the soil in big ways*. Ask students to nod their head if the earthworm's body being shaped like a tube is a detail of the book and to shake their head if it is not. Have students discuss with a partner how they know it is a detail (it describes the earthworm, which is the first part of the main idea). Invite volunteers to share their thoughts with the class.
- Have students work in groups to discuss other details they found in the first three pages. Invite volunteers to share a detail with the rest of the class, and record the details on the board using key words and pictures. Have students discuss with a partner whether the details support the main idea recorded on the board. Invite volunteers to share their thoughts with the rest of the class.
- **Check for understanding:** Have students read to the end of page 11. Have students add new questions to their separate sheet of paper and review older questions. Ask students to discuss with a partner any answers they found in the book.
- Have students discuss with a partner details they learned as they read the next portion of the book. Ask students to choose the two most interesting details they read, and call on random students to share a detail with the class. Record details on the board using key words and pictures.
- Discuss with students whether the details still support the main idea recorded on the board. Point out that since the details support this idea and the book is nearly completed, students can conclude that the statement is the main idea of the book. Introduce and explain the **main-idea-and-details worksheet**. Guide students in recording the main idea on their worksheet.
- Have students read the remainder of the book. Remind them to continue asking questions and seeking answers as they read, and encourage students to record new questions on their separate sheet of paper. Have students keep track of the new details they read that support the main idea.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *Now that I have finished reading, I have all the answers the book will give me for my questions. I finally learned that earthworms are slimy to keep cool and to help them slide through soil. I also learned that earthworms move through the soil to create tunnels, which protect them from heat and sunlight. Later in the book, I discovered that earthworms eat dead plants and leaves. The book answered all of my questions. Did the book answer all of yours? Whether the book answers all the questions we ask or not, the strategy of asking questions keeps us interested in what we're reading and helps us to remember new information.*
- Write the answers to your questions beneath the corresponding questions on the board and underline the key words. Review with students other questions on the board, and invite volunteers to share the answers with the rest of the class. Invite volunteers to come to the board and record an answer.

- Have students discuss with a partner the questions they wrote on their separate sheet of paper, and write as many answers as they can. Invite volunteers to share with the rest of the class a question-and-answer pair.
- Point out that some questions won't be answered by a particular book. Have students circle any unanswered questions they have on their separate sheet of paper, and invite volunteers to come to the board and circle unanswered questions. Discuss with students how they could find answers to questions by researching them in other sources.

Reflect on the Comprehension Skill

- **Discussion:** Review with students the main idea and details on the board. Discuss with students new details from the final pages of the book, and record them on the board using key words and pictures. Invite volunteers to explain why each of the details supports the main idea of the book.
- Explain to students that sometimes a book has so much information on a topic that the author organizes it by breaking the book into smaller sections. Each section has its own main idea and details, and the main ideas of the sections are actually details for the main idea of the entire book. Point out that this book also has sections. Have students work with a partner to determine the main ideas of some of the sections, and discuss with students how these main ideas are details for the main idea recorded on the board.
- **Independent practice:** Have students complete the main-idea-and-details worksheet. Have students compare their work with a partner's worksheet and discuss the differences in the details they chose. Have students explain to their partner why they chose their particular details.
- **Enduring understanding:** In this book, you learned about earthworms and how they affect the soil. How have your feelings about earthworms changed after reading this book? What would happen to Earth if there were no more earthworms?

Build Skills

Phonological Awareness: Long vowel /u/ sound

- Say the word *tube* aloud to students, emphasizing the long vowel /u/ sound. Have students say the word aloud and then say the long /u/ sound.
- Say the word *tub* aloud, and repeat the word *tube*. Have students discuss with a partner the difference in medial sounds between the two words. Have students practice making the short /u/ and long /u/ sound until they can easily discriminate between the two.
- Have students work in groups to brainstorm a list of other words that use the long /u/ sound. Invite volunteers to share a word with the rest of the class, and have other students give a thumbs-up signal if they agree the word uses the right sound.
- **Check for understanding:** Say the following words one at a time and have students clap their desk when they hear a word with the long vowel /u/ sound: *cut, cute, mute, sub, mule, fun, cube, and nut*.

Phonics: VCe pattern

- Write the word *cube* on the board and say it aloud with students.
- Have students say the long vowel /u/ sound aloud. Then, run your finger under the letters in the word as students say the whole word aloud. Ask students to identify which letters represent the /u/ sound in the word *cube*.
- Point out that the letter *u* by itself usually makes the short /u/ sound, but the letter *u* followed by a silent letter *e* at the end of the word creates the long /u/ sound. Cover the letter *e* at the end of *cube* and have students read the word (*cub*). Uncover the letter *e* and have students read the word again (*cube*).
- Explain to students that adding a silent *e* to the end of a word makes the vowel use a long vowel sound. Point out that they can remember the rule by saying the silent *e* makes a vowel say its name.

- Write the words *rose* and *waste* on the board. Have students write the words on a separate sheet of paper. Ask students to circle the silent e and underline the medial vowel. Then, have students read the words to a partner, and remind students that the vowels should say their name.
- **Check for understanding:** Write the following words on the board: *bit*, *hat*, *mop*, *tap*, and *cut*. Say each word, one at a time, and have students repeat. Have students write the words on a separate sheet of paper and add the silent letter e to each one. Ask students to read the new words to a partner, employing the VCe pattern to decode it. Invite volunteers to come to the board and add the silent e to the end of a word while other students trace an e in the air. Call on random students to read a word aloud to the class.
- **Independent practice:** Introduce, explain, and have students complete the [VCe pattern worksheet](#). If time allows, discuss their answers.

Grammar and Mechanics: **Adjectives**

- Place a picture of an earthworm on the board. Ask students if a worm is a noun or a verb, and remind students the word *worm* is a noun. Have students think of as many words as possible to describe the worm on the board, and have them share their words with a partner. Invite volunteers to share a word with the rest of the class, and record shared adjectives on the board.
- Explain to students that *adjectives* are *words that describe nouns*. Point out that the words on the board are all adjectives. Explain to students that adjectives bring more detail to a book and allow the reader to visualize information more clearly.
- Have students turn to page 4. Ask students to read along as you read the second sentence aloud. Have students point to the word that describes the noun *animals* in that sentence (*small*). Ask students to discuss with a partner other words instead of *small* that could be used to describe the animals in the sentence.
- Write the sentence on the board. Invite volunteers to share with the rest of the class an adjective they discussed with their partner. Rewrite the sentence, but replace the word *small* with the shared adjective. Have other students nod their head if the sentence makes sense or shake their head if it does not. Continue this process as time allows, rewriting the new sentences on the board.
- Call on random students to come to the board and circle an adjective. Discuss with students what noun each adjective is describing, and invite volunteers to come to the board and underline the nouns.
- Point out that adjectives can describe how a noun looks, smells, tastes, sounds, or feels.
- **Check for understanding:** Have students locate and circle all the adjectives in the book. Then, have them check their work with a partner to confirm that every word they circled is an adjective, and underline the noun the adjective describes. Invite volunteers to share an adjective they found with the rest of the class, and have other students give a thumbs-up signal if they agree that the word is an adjective.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers aloud.

Word Work: **Antonyms**

- Read the section title on page 4 aloud to students, and have them point to the word *small*. Have students draw a picture of a small chair on a separate sheet of paper. Then, have students draw a picture of a big chair, and ask students to point to the word *big* on page 4.
- Write the words *big* and *small* on the board. Have students discuss with a partner the difference in meaning between *small* and *big*.
- Explain to students that *antonyms* are *words that mean the opposite of each other*. Point out to students that *big* and *small* are antonyms because they have completely opposite meanings.

- Have students work with a partner to brainstorm a list of several examples of antonyms. Remind students to think of pairs of words with opposite meanings. Invite partners to share with the rest of the class one word from an antonym pair, and record it on the board. Have students call out the antonym for the word. Record the antonym on the board beside the original word. Repeat as time allows.
- Have partners choose two antonym pairs to use in sentences, and challenge students to use both antonyms in the same sentence. Invite volunteers to share a sentence with the rest of the class.
- **Check for understanding:** Write the following words on the board: *tall, excited, asleep, early, below, and light*. Have students challenge a partner to think of the antonym for the first word, then have partners switch roles so the other student finds an antonym for the second word on the board. Repeat until pairs have thought of antonyms for all the words. Invite volunteers to come to the board and record an antonym beside its corresponding word. Have partners use the words in oral sentences with their partner.

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them demonstrate to someone at home how to ask questions and search for answers while reading.

Extend the Reading

Informational Writing and Art Connection

Provide students with several books on various animals. Assign students to groups, and have each group pick a book, read it, and discuss it. Rotate the books around until each group has had a chance to discuss every book. Have students choose the animal they liked best, and draw a picture of it. Then, have students write five sentences about their animal, describing five facts they learned from the book and referring to the book as necessary. Invite volunteers to share with the rest of the class their sentences and picture.

Visit WritingA-Z.com for a lesson and leveled materials on informational writing.

Science Connection

Discuss with students what earthworms eat and what animals eat earthworms. Draw a diagram on the board presenting a food chain centered on earthworms. For instance, dead plants and leaves → earthworms → moles and birds, with explanatory pictures. Explain to students what a food chain is and that all plants and animals are linked by food chains with other creatures. Break students into groups, and pass out pictures of animals to the groups, using a different set of pictures for each group. Use animals that can easily be arranged into a food chain. Have groups arrange their pictures on a piece of paper and draw arrows between the animals to show which animal eats what. Ask groups to share and explain their food chain to the rest of the class. Create a more complex food chain on a large poster, with a drawing of plants on the bottom. Pass out pictures of different animals to each student. Call on random students to share their picture with the rest of the class and discuss where it belongs on the food chain. Have the student bring his or her picture to the poster and attach it using tacky or another adhesive that can be moved. Continue until all students have attached their pictures, rearranging pictures as necessary. Invite volunteers to come to the board and add arrows pointing in the right direction.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can

- consistently use the strategy of asking and answering questions to understand text during discussion;
- accurately identify details that support a main idea during discussion and on a worksheet;
- consistently discriminate long vowel /u/ sound during discussion;
- accurately identify and write the VCe pattern in text, during discussion, and on a worksheet;
- correctly use adjectives during discussion and on a worksheet;
- correctly choose and use antonyms during discussion and in oral sentences.

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**