

### About the Book

Text Type: Nonfiction/Informational    Page Count: 16    Word Count: 475

#### 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 support the text. The book also presents opportunities for learning about main idea and details and adjectives. Book and lesson are also available for Levels G and J.

### About the Lesson

#### Targeted Reading Strategy

- Ask and answer questions


#### Objectives

- Ask and answer questions to understand text
- Discern main idea and details
- Identify variant vowel oo
- Identify and use adjectives
- Define and use compound words

#### 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, variant vowel oo, 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](#).

- Content words:  
 Story critical: **castings** (n.), **cocoon** (n.), **mate** (v.), **mucus** (n.), **muscle** (n.), **soil** (n.)  
 Enrichment: **bristles** (n.), **fertilizer** (n.), **nutrients** (n.)

### Before Reading

#### Build Background

- Write the word *worms* on the board and read it aloud with students. 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.

### Preview the Book

#### 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**

- Remind 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 other new questions I conceive.*
- Write the questions from the think-aloud on the board.
- Have students work with a partner to review the table of contents and preview the photographs in the book. Have partners discuss 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.
- 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**

- Review or explain to students that most books have a main idea, or a big idea that is the general topic of the book. Remind them 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.
- 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. Remind students that each section has its own main idea and details and that the main ideas of the sections are actually details for the main idea of the entire book.

- Read page 4 aloud. Model identifying the main idea and details of a section.  
**Think-aloud:** *I know that section headings point to the main idea of that section and that each section in this book will contain a main idea and details about a subject related to earthworms. The title of the first section is "Small Animals, Big Changes." Often the first section is an introduction to the book, and this is the case here. The section begins with details about earthworms as an animal that eats dirt and builds tunnels in the soil. Another detail explains that earthworms, also called night crawlers, are found all around the world. The section ends with the following sentence: These small animals change the soil in big ways. This sentence is a broad topic about earthworms, which is connected to the section title and is supported by the details described in the section. They are all introductory details about earthworms, and this sentence is a general introduction to earthworms. This sentence clearly is the main idea of the section. I will reword it a little bit to better understand the main idea: earthworms are small animals that change the soil in big ways.*
- Write the main idea on the board: *earthworms are small animals that change the soil in big ways.* Read the sentence aloud with students. Ask students to identify to a partner the details they heard in the think-aloud that support this main idea.
- Write the section title above the main idea on the board. Remind students that each section will have a main idea of its own. Explain to students that sometimes the main idea will be delivered in a sentence, as in this introduction section, but sometimes students will need to infer the main idea from the details in the section.
- Remind students that the table of contents provides readers with an idea of the information to expect in each section. Have students review the section titles with a partner and predict some of the upcoming main ideas. Invite volunteers to share their predictions with the rest of the class.

### Introduce the Vocabulary


- While previewing the book, reinforce the vocabulary words students will encounter. For example, while looking at the picture on page 4, you might say: *That worm is digging into the soil around it. What is soil? That's right; soil is another word for dirt.*
- Remind students of the strategies they can use to sound out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for words within words, and prefixes and suffixes. They can use the context to work out the meanings of unfamiliar words.
- 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.
- 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. Have students read the definition of their word and discuss in their groups how the glossary definition compares to the definition they inferred.
- Call on groups to share the definition for their word with the rest of the class. 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 choose vocabulary words that describe each picture. Then, have students work with a 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 look for the main idea and details of each section.

### 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 answers to these questions. 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 also explained why earthworms are slimy. They have mucus that covers their skin, which helps keep them cool and wet. The slime helps them move through the soil. 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 as I read.*
  - Write the answers beneath the corresponding questions on the board. Review with students the other questions on the board. Have students discuss with a partner questions that have already been answered by the book, and invite volunteers to share answers with the rest of the class. Record answers on the board beneath their corresponding questions.
  - 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.
  - Remind students that each section will have its own main idea and details. Review with students the main idea of the first section: *earthworms are small animals that change the soil in big ways.* Have students work in groups to discuss the details in the second section, "Earthworm Bodies." Invite volunteers to share a detail with the rest of the class, and record them on the board.
  - Have students work in their groups to discuss the main idea of this section. Remind students that the main idea needs to be supported by the details in the section and will likely be connected to the title for that section. Invite volunteers to share their thoughts with the rest of the class. Guide students to a consensus on the main idea for this section, and record it on the board along with the section title.
  - **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 two sections of the book. Write the section titles on the board. Invite volunteers to share a detail for one of the sections, and record it on the board beneath the appropriate heading.
  - Ask students to discuss with their partner how these details lead to a main idea for both sections. Invite volunteers to share a main idea, and have other students give a thumbs-up signal if they agree with the main idea. Guide students to a consensus for main ideas for both sections.
  - Invite volunteers to explain to the rest of the class how the details recorded on the board support the main idea of each section.
  - 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 main ideas of each section and consider how they relate to a main idea for the entire book.
-  Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### 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 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 a 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. Review with students other questions on the board, and invite volunteers to share their 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. Invite volunteers to explain why each of the details supports the main idea of their particular section of the book.
- Remind students that the main ideas of each section are also details that support the main idea of the entire book. Discuss with students their thoughts on the main idea of the entire book. Point out to students that the main idea for the book will often come at the beginning, in the introduction section. Review the main idea of the first section: *earthworms are small animals that change the soil in big ways*. Confirm with students that this statement also works as the main idea for the entire book. Discuss with students how the main idea of each section supports the main idea of the book.
- **Independent practice:** Introduce, explain, and 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

#### Phonics: Variant vowel oo

- Write the word *cocoon* on the board and say it aloud with students.
- Have students say the long vowel /oo/ 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 long /oo/ sound in the word *cocoon*.
- Explain to students that the combined letters *oo* frequently make the long /oo/ sound, such as in the second part of *cocoon*. Point out that the letters *oo* can also make a slightly different sound. Write the word *look* on the board and read it aloud with students. Have students point to the letters *oo* and discuss with a partner the difference in the vowel sound.

- Have students practice the two possible variant vowel oo sounds until they can discriminate between the two.
- Break students into groups, and have them think of words that rhyme with *food*. Invite volunteers to share a word with the rest of the class, and record it on the board. Point out that all the words employ the long /oo/ sound. Repeat the process with the word *look*, noting to students that these words use the short /oo/ sound.
- **Check for understanding:** Have students work with a partner to locate and circle the words in the book that contain the variant vowel oo. Invite volunteers to share a word they found with the rest of the class, and have students identify whether it uses the long /oo/ or the short /oo/ sound.
- **Independent practice:** Introduce, explain, and have students complete the [variant-vowel-oo 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 last 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. Invite volunteers to come to the board and rewrite the sentence, replacing the word *small* with their 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. Have students use the adjectives to create oral sentences with a partner.
- **Independent practice:** Introduce, explain, and have students complete the [adjectives worksheet](#). If time allows, discuss their answers aloud.

### Word Work: **Compound words**

- Write the word *earthworm* on the board. Ask students to identify with a partner which two words they see in *earthworm*. Have students call out the words to the front of the class. Point out that *earthworm* can be separated into the words *earth* and *worm*.
- Review or explain to students that *compound words* are formed by *combining two smaller words to make a new one*. Remind students that the new word has its own definition, but the definition is often influenced by the meanings of the two smaller words.
- Have students discuss with a partner the meanings of the words *earth* and *worm*. Invite a volunteer to share their definitions with the rest of the class. Discuss with students how the meanings of these words contribute to the definition of the word *earthworm*.



- Ask students to turn to page 12 and review the text with a partner. Have students find and point to a different compound word on this page (*classroom*). Write the word on the board. Invite volunteers to come to the board and circle the two smaller words that compose *classroom*.
- Have students work with a partner to determine a meaning for the word *classroom*, using the two smaller words as guides. Invite volunteers to share their definition with the rest of the class. Ask partners to create an oral sentence that accurately reflects the meaning of the word *classroom*, and invite them to share it with the rest of the class.
- **Check for understanding:** Write the following words on the board: *railroad*, *grasshopper*, *fireworks*, *airplane*, *toothpaste*, and *backpack*. Have students work with a partner to separate the compound words into two smaller words and then discuss the meaning of each compound on the basis of the definitions of its smaller words. Invite volunteers to come to the board and underline the smaller words in each compound, and then discuss its definition with the class. Have students work with their partner to use the compound words in oral sentences that accurately reflect the meaning of the words.

### 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 a reader asks questions and then reflects on the 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. Provide a graphic organizer for students to record notes on the various animals. Have students choose the animal they liked best and draw a picture of it. Then, have students write three paragraphs about their animal, describing the way the animal looks, its behaviors, and what it eats and what eats it, referring to their notes and the book as necessary. Invite volunteers to share with the rest of the class their report and picture.

Visit [WritingA-Z.com](http://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. Have students describe to a partner various food chains in the chart.

### 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.
- 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;
- correctly write the letter symbols that create the /oo/ sound during discussion and on a worksheet;
- correctly use adjectives during discussion and on a worksheet;
- accurately define and use compound words during discussion and in oral sentences.

#### Comprehension Checks

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