

## WE DIG WORMS!

by KEVIN MCCLOSKEY

## COMPREHENSION FOCUS

## Identifying Main Idea and Details

Very Important Parts (V.I.P.) (Nonfiction)

## STANDARD CORRELATION

With prompting and support, identify the main topic and retell key details in a text.

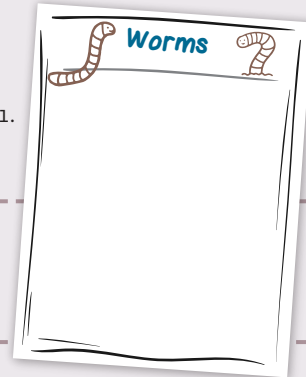


## SEL CONNECTION

Growth/Academic Mindset

## PREPARE

Starting with the title page as page 1 (which includes the title, author, and publisher), use the provided circle stickers and number each of the book's pages. Place a sticky flag on the following pages: 5, 13, 15, 17, 21, and 31. Create the anchor chart template as shown; it will be completed during the lesson.

STEP  
1

## EXPLAIN WHAT THE STRATEGY IS AND WHY READERS USE IT

*Text clues help us find the very important parts, or V.I.P. Today we are reading about the topic worms. We will read and find very important things about worms.*

STEP  
2

## INTRODUCE THE NEW BOOK

*This book is all about worms. Let's read to learn some interesting facts about worms.*

STEP  
3

## READ AND DEMONSTRATE HOW TO USE THE STRATEGY

*As I read the story, I will stop on some pages. We will use text clues we've learned—such as the pictures, diagrams, labels, bold words, and repeated words—to help us find the very important parts. The V.I.P. will help us retell the key details we learn about worms. I will add key words to the anchor chart as we read.*



**Read pages 3–5.** *The V.I.P. here is that there are many different types of worms. The author included pictures so we can learn that worms all look different. We are going to learn about one kind of worm—earthworms. What do you wonder about earthworms?*

*Remember, when we are curious and wonder about things, we become smarter! Who has something they are wondering about worms to share?*

**Read pages 6–13.** *The author says that worms eat dead leaves and bugs and dig tunnels that help plants grow. Worm poop is good for the soil. These things are all about the work worms do. The V.I.P. here is that worms do important work.*

**Read pages 14–15.** *On these pages, the author included a diagram of the outside and inside of a worm, plus close-up pictures of cocoons and setae. This helps us learn more about the worm's body. The V.I.P. here is the worm's body.*

**Read pages 16–17.** *Let's look at page 17. I notice the author made the words wriggle and wet bigger and bolder than the other words on the page. That helps us determine the V.I.P. The V.I.P. here is rain, or water. Rain helps worms move and breathe better.*

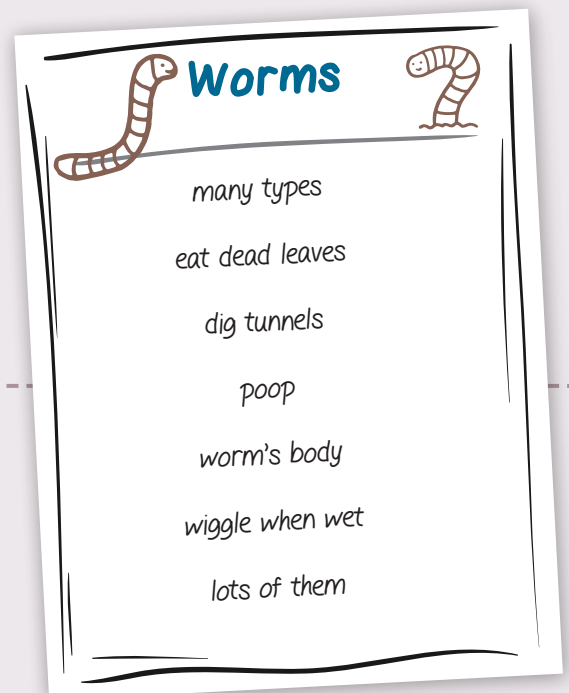
**Read pages 18–21.** *Look at the picture on page 19. Turn and talk with your partner. What does this illustration tell us about the V.I.P.? Listen to the conversations and share what you hear (lots of worms live underground).*

**Read pages 22–31.** *Look at pages 30–31. The flowers are growing, the girl is saying thank you, and there are lots and lots of worms making tunnels. What does this picture teach us about worms? It teaches us that worms are very important to our Earth.*

STEP  
4

## INDEPENDENT PRACTICE

Download the activity sheet from [pioneervalleybooks.com/st](http://pioneervalleybooks.com/st) and have students draw a picture of a worm. Display the pictures on the wall.



# WE DIG WORMS!

by KEVIN MCCLOSKEY

STEP 1

## REVIEW THE BOOK

Review the very important parts (details) that you learned about the topic of worms.

STEP 2

## DICTATE THE SENTENCE(S)

*Worms dig tunnels underground. The tunnels help flowers to grow.*

STEP 3

## INTERACTIVE WRITING

*Let's write, Worms dig tunnels underground. The tunnels help flowers to grow. Repeat that with me.* As students say the sentences with you, draw a line for each word in the first sentence on the chart paper.

Have students help write the dominant sounds in each word in the first sentence. Use the ABC Wall Poster to create the sound-letter link. Share the marker with students and have them help write any familiar sight words on the chart. Demonstrate proper letter formation on a dry-erase easel. As one student writes a letter on the chart paper, have other students practice letter formation by writing it in the air. Every time you write a new word, have students repeat the sentence; this will help them remember the story.

After you write the first sentence, have students repeat the procedure with the second sentence, drawing a line under each word on the chart paper.

Reread both sentences. Display the chart paper next to the students' pictures from Day 1.

STEP 4

## EXTEND AND CONNECT THE LEARNING

You can use the V.I.P. strategy with both fiction and nonfiction read-aloud books. Help students locate the V.I.P. as you read and determine together the author's intent or central message.

Worms dig tunnels  
underground.

The tunnels help  
flowers to grow.

