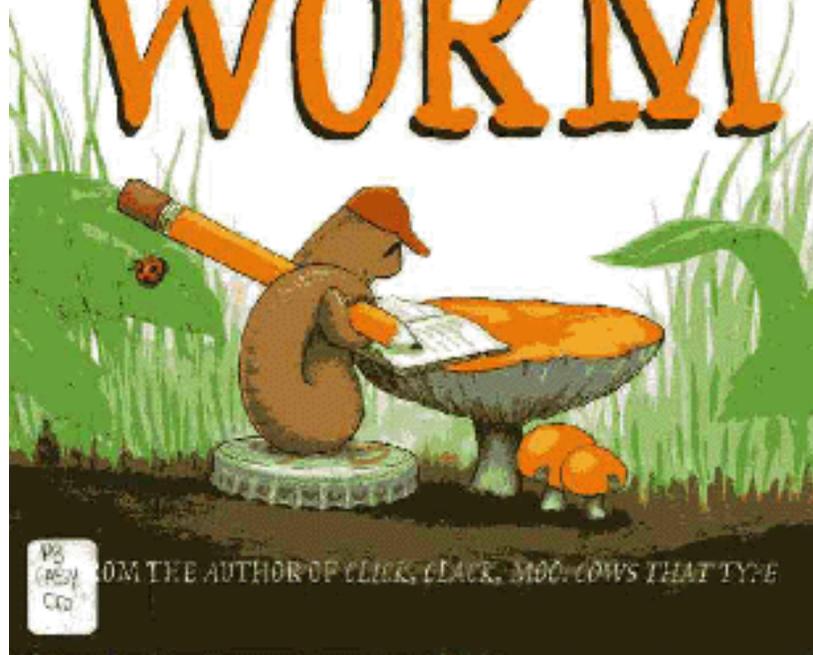


By Doreen Cronin • Pictures by Harry Bliss

DIARY OF A WORM



WEAVING WORMS THROUGH WRITING AND SCIENCE

Created by: Cheryl Phillips

Prince William County Schools

Grade Level: 2-3 grade

Introduction:



This is a fun book to integrate Science with Language Arts. It follows the tale of a worm's life over the course of a few months (March - August). Students learn why the situations and illustrations in the story are humorous as each situation relates to the food chain and life processes. The story is told through the worm's diary and is perfect for introducing the concept of blogging or journal keeping.

Process:

With the help of NetOp, or if you have the classroom computer connected to your TV, access [Tumblebooks](#) (some sites will require a password, though many will give public access - this link will take you to a library site and from there you must scroll down and click to Tumblebooks). Allow the students to follow along as the computer reads the story to them.

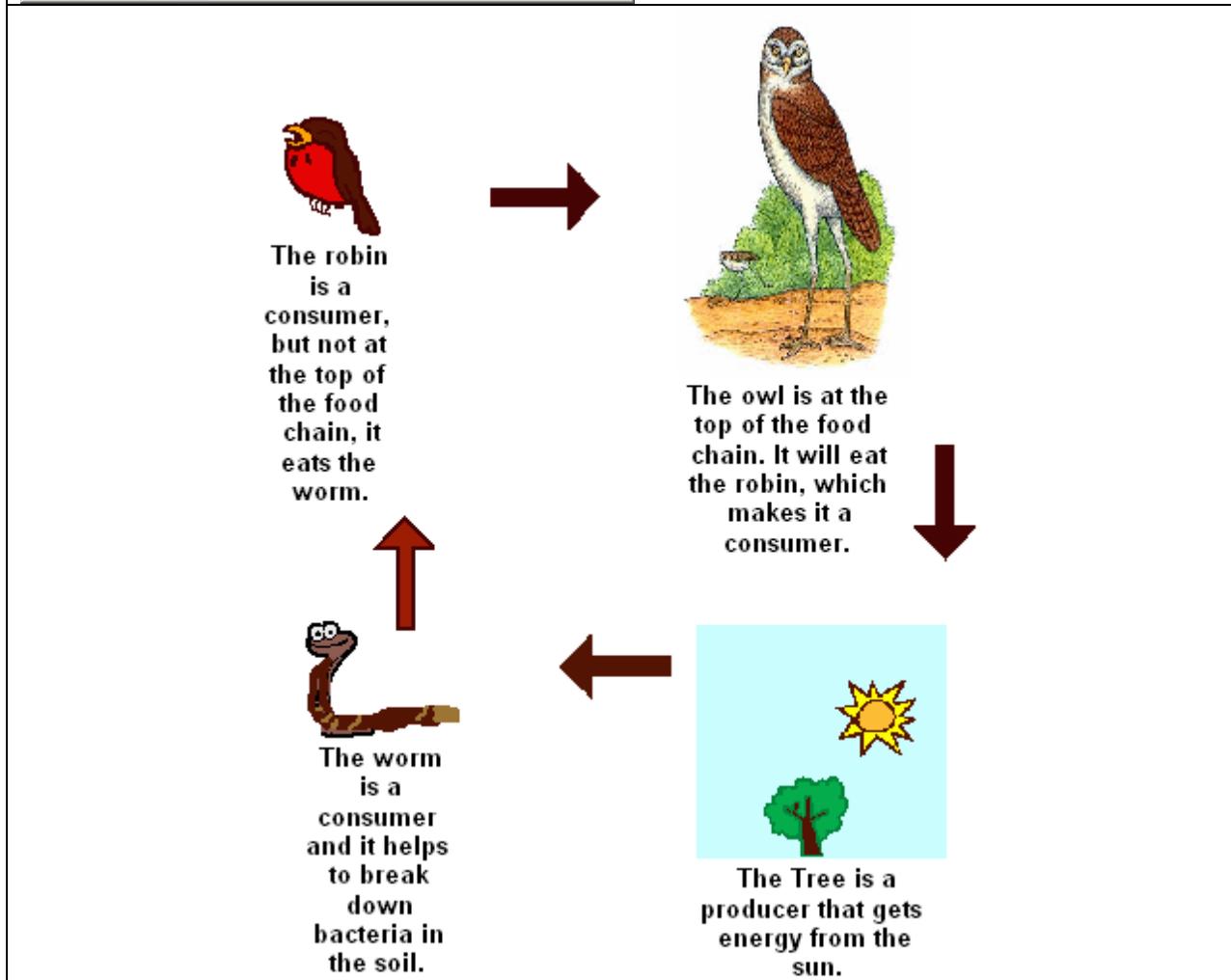
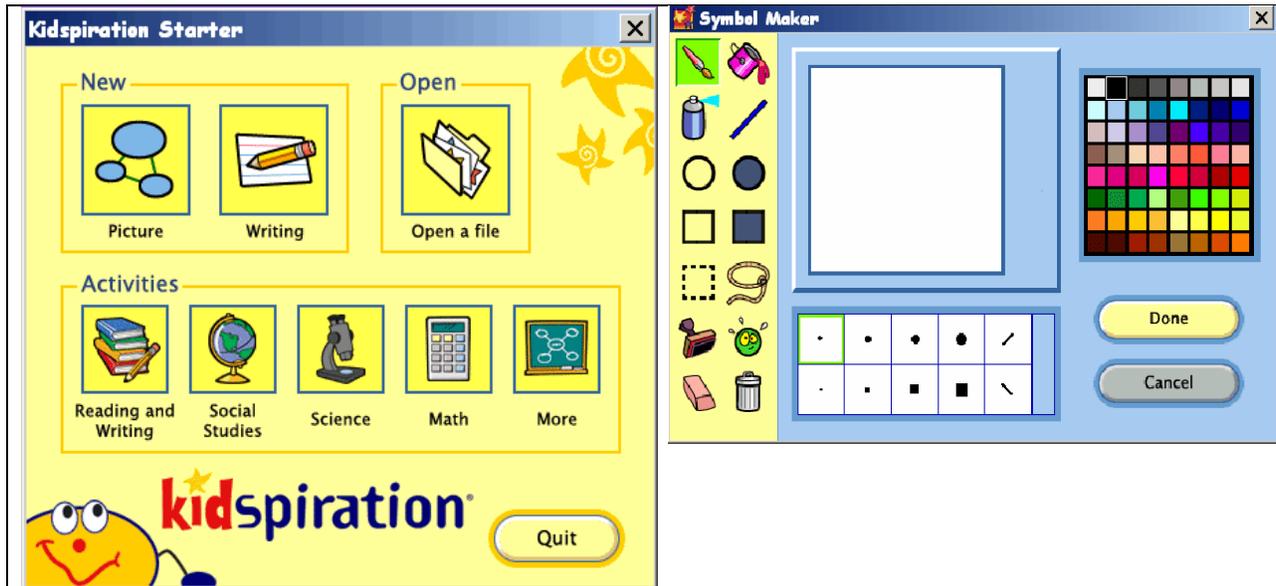
When you are done reading, discuss the humor and how it relates to the real life of a worm. Also, begin a discussion about journals, blogging and diaries. Be sure to include the fact that a diary serves as a primary source from which many historical facts are based upon

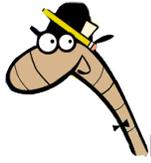
Task:

Kids will access Kidspiration and go to Picture. Find 'symbol maker' up in the upper right hand corner and click to go. Students can create with paint and insert a stamp. When they are done, click on 'done' and the picture will appear on the main screen. (See example) Students can go back to the symbol maker and create the life cycle of a worm.

This can also be done with any paint program, like Pixie4.

Example:





Fun Worm Resources:

[Worm World](#)

[Garbage & Worms](#)

[Worm Facts](#)

Objectives:

Life Processes



3.4 The student will investigate and understand that behavioral and physical adaptations allow animals to respond to life needs. Key concepts include

- a) methods of gathering and storing food, finding shelter, defending themselves, and rearing young; and
- b) hibernation, migration, camouflage, mimicry, instinct, and learned behavior.



Living Systems

3.5 The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains. Key concepts include

- a) producer, consumer, decomposer;
- b) herbivore, carnivore, omnivore; and
- c) predator and prey.

3.6 The student will investigate and understand that environments support a diversity of plants and animals that share limited resources. Key concepts include

- a) water-related environments (pond, marshland, swamp, stream, river, and ocean environments);
- b) dry-land environments (desert, grassland, rain forest, and forest environments); and population and community.

Reading



- 3.6 The student will continue to read and demonstrate comprehension of nonfiction.
 - a) Identify the author's purpose.
 - b) Make connections between previous experiences and reading selections.
 - c) Ask and answer questions about what is read.
 - d) Draw conclusions.
 - e) Organize information and events logically.
 - f) Summarize major points found in nonfiction materials.
 - g) Identify the characteristics of biographies and autobiographies.
 - h) Compare and contrast the lives of two persons as described in biographies and/or autobiographies.
- 3.7 The student will demonstrate comprehension of information from a variety of print resources.
 - a) Use dictionary, glossary, thesaurus, encyclopedia, and other reference books, including online reference materials.
 - b) Use available technology.

Writing

- 3.8 The student will write legibly in cursive.
- 3.9 The student will write descriptive paragraphs.

- a) Develop a plan for writing.
- b) Focus on a central idea.
- c) Group related ideas.
- d) Include descriptive details that elaborate the central idea.
- e) Revise writing for clarity.