

FOR VISUAL READERS  
**TOON BOOKS®**

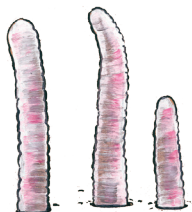
***We Dig Worms!***

by *Kevin McCloskey*

Hardcover ISBN: 978-1-935179-80-1

Guided Reading Level = L

Lexile Level = 340L



by Patricia McCloskey, MLS, Librarian  
 Berks County Public Libraries, PA

**ELA COMMON CORE STANDARDS**

<b>KEY IDEAS AND DETAILS</b>	
What does this book teach you about worms? Can worms see and hear and feel like we do? What do they eat? How do they change the dirt in the garden?	<b>RL.K.1, RL.1.1</b>
What is the message of the book? How does the author want us to feel about worms? How do you know?	<b>RL.K.2, RL.1.2</b>
Besides the worm, who else is in this book? How do the children in the story feel about worms? Do they all agree? Why is the bluebird so interested in the worm? How can you tell?	<b>RL.K.3, RL.1.3</b>

<b>CRAFT AND STRUCTURE</b>	
What does the girl mean when she says the worms have “cold blood?” Worms are born from cocoons. What are cocoons? What other animals are born from cocoons?	<b>RL.K.4, RL.1.4</b>
What clues does the book’s cover give about what is inside? Note the title, the picture of the girl, the pink border, and the recycled paper bag.	<b>RL.K.5, RL.1.5</b>
The author and illustrator are the same person for this book. What can you learn about the author from the back cover, “about the author,” and dedication pages?  When is the worm speaking and when are the children speaking? How do you know?	<b>RL.K.6, RL.1.6</b>

<b>INTEGRATION OF KNOWLEDGE AND IDEAS</b>	
In the <i>Map of the Worm</i> section, how do the pictures help the words and how do the words help explain the pictures? Would it be harder to understand without the illustrations or without the words?	<b>RL.K.7 RL.1.7</b>
Scientists classify animals as vertebrates if they have bones, or invertebrates if they have no bones. Look at the map of the worm. Which group do worms belong in?	<b>RL.K.9, RL.1.9</b>

<b>SPEAKING AND LISTENING / WRITING</b>	
How does this story compare to your own experience with worms? Have students write about a time that they found a worm.	<b>W.K.2, W.1.2, W.K.3, W.1.3, W.K.5, W.1.5</b>
Pair students up. Have one be the worm and one the child who asks the worm the questions the children ask in the book. Can they think of other questions they would like to ask the worm? Help them find resources to answer their further questions.	<b>SL.K.2, SL.1.2, SL.K.3, SL.1.3, SL.K.4, SL.1.4, SL.K.5, SL.1.5</b>

# WE DIG WORMS ACTIVITY SHEET

Name:

Date:

## YOU CAN DRAW A WORM



1. ...even if you can't draw a straight line.  
A wiggly line looks more like a worm.



2. Now try to draw an outline with bumps  
to show the segments of a worm.



3. Next time leave a flat area near one end.



4. Add thin lines to show segments and shadows.



5. Lines outside a worm make it look like it's moving.

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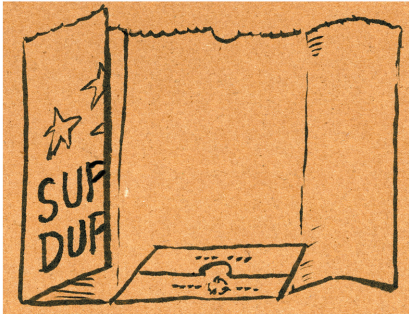
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# WE DIG WORMS ACTIVITY SHEET

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## YOU CAN PAINT A WORM



### Painted Toy Worms:

Cut open a paper grocery bag.  
You will find lots of brown paper.  
Paint a white worm shape.  
Then add bright colors with paint,  
markers, or crayons.



Cut out the worms to play with them.  
They make cool bracelets or bookmarks!



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