

# WORKING WORMS

**Focus Lesson: Working Worms**

**Materials:**

*Wiggling Worms at Work* by Wendy Pfeffer  
 Resource books on worms (see Reading List)  
 Chart paper  
 Markers  
 Paper

**Time:** 1 hour

**\*Common Core Standards:**  
**CCSS.ELA-LITERACY.W.2.3**

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

**Thinking Skill: Using details to support idea, Taking on another's perspective**

**Objective:**

Students will use the details from *Wiggling Worms at Work* by Wendy Pfeffer to write a journal entry from the perspective of a worm and will have additional non-fiction books for reference.

**Connection:**

Students will see how important worms are to the process of making soil including an examination of the worm's anatomy, movement, and life cycle across seasons.

**Explicit Instruction:**

Start a discussion about what students know about worms. What do worms look like? What do worms do? Have they ever seen a worm?

Read *Wiggling Worms at Work* by Wendy Pfeffer

**Guided Practice:**

Discuss *Wiggling Worms at Work* with the students. Describe what a worm looks like. What did the worms do? What were their jobs? How did they help the soil? What changed with the seasons? How do worms move? When do worms have babies? How is worm poop important to soil? What impact do worm tunnels have on soil? What do worms do in summer? In fall? In winter? In spring?

**Independent Practice:**

Using resource books on worms for reference, select a season and have students write a journal entry from the perspective of a worm. What happens in a typical worm's day? What does it do? Where does it go? Who does it see? What does it eat?

**Reflection – Group Share:**

Have students come back to the group and split them into four groups (based on what season they chose to write their worms' journal entries in). They should share their journal entries with their group members and talk about the similarities between their entries.

Bring the class back together and have each group share what the worms were doing in their season.

Organize this information on a graphic organizer.

**Reading List:**

*Wiggling Worms at Work* by Wendy Pfeffer  
*Yucky Worms* by Vivian French  
*Earthworms* by Kevin Holmes  
*The Life Cycle of an Earthworm* by Bobbie Kalman  
*Earthworms* by Claire Llewellyn and Barrie Watts  
*Garden Wigglers: Earthworms in Your Backyard* by Nancy Loewen  
*Wiggling Worms at Work* by Wendy Pfeffer  
*Wormology* by Michael Elsohn Ross

**Teacher Note:**