

# Comprehension Strategy Lesson Plans and Practice Pages

The following preview shows all of the comprehension strategy resources for *Diary of a Worm* by Doreen Cronin

## Making Connections Lesson Plan

**Making Connections**  
*Diary of a Worm*  
 By: Doreen Cronin  
 Grade Level: 2 / Guided Reading Level: 2

**1**  
**Get Ready to Read**  
 ✓ Learn about the book  
 ✓ Get your brain ready to read  
 ✓ Understand the meaning of important words found in the book

**2**  
**Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ Know what to do

**Summary**  
*Diary of a Worm* is the story of a worm that is not that different from you or me except for a few important details. First, worms live in the ground. Second, worms never have to take a bath or go to the dentist. Last, worms can't dance the Hokey Pokey very well because they don't have any legs or arms. That is about where the differences end. In *Diary of a Worm* you'll meet a worm who, like most boys and girls, hates to do his homework, loves hanging out with his best friend, and can't help making fun of his sister.

**Link to What You Know**  
 • Do you ever worry about anything? If so, what do you worry about?  
 • Think about what you like to do with your friends. What are some things you do for fun?

**Important Words to Know and Understand**  
**Soil** - Food placed on a hook or in a trap to catch fish, birds, or animals

**Why Readers Make Connections While Reading**  
 Readers make connections to better understand a text. There are three types of connections that readers make.

The first type of connection is a **text to self** connection. When a reader makes a **text to self** connection, they compare the characters or events in a book to their own lives.

The second type of connection readers make is a **text to text** connection. When a reader makes a **text to text** connection, they compare the characters and events in a book to another book that they have read.

The third type of connection readers make is a **text to world** connection. When a reader makes a **text to world** connection, they compare the characters and events in the book to something that has happened in the real world.

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Guided Reading Level

## Making Connections Lesson Plan

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**3**  
**Make Connections While Reading**  
 ✓ Does this book remind you of your own life?  
 ✓ Does this book remind you of other books you've read?  
 ✓ Does this book remind you of things you've heard about in the world?

**4**  
**Notice the Work You Did While Reading**  
 ✓ Think  
 ✓ Reflect  
 ✓ Write

**Time to Read**  
 Stop on the following pages. Think about the questions for each page. Then talk with a reading partner or write your thoughts down on your practice page.

**Page 6** - Worm and Spider seem to be good friends. Do you have a friend you enjoy spending time with? What kind of things do you do together?

**Page 14** - Worm learns about using good manners from his grandfather. Make a **text to self** connection. Have you learned some important lessons from someone in your family? Who was it and what did they teach you?

**Page 24** - Worm talks a lot about his family in this book. Think about the other books you have read where the character's family plays an important role in the story. Make a **text to text** connection.

**Page 32** - Worm's mother tells him that "The earth never forgets we're here." Why might worms be important to the earth? Tell about your **text to world** connection.

**Time to Reflect**  
**Think** - When readers make connections, they look for the parts in a book that remind them of something they already know a lot about. When you know a lot about something that happened in a book, you'll be able to understand even more. What did you already know about *Diary of a Worm*? How did your prior knowledge help you as a reader?  
**Talk** - Tell your reading partner about the type of connection that you made most often while reading? Explain why your connection helped you. Remember to ask your partner to share the thoughts about the book too.  
**Write** - Give your Strategy Slip into your reader's notebook. Write about the work you did while reading *Diary of a Worm*. (Remember to include examples from the book!)

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Activate Prior Knowledge

Page by Page Guide and Strategy Questions

Turn, Talk, and Reflect

Key Vocabulary

Explanation of Strategy

**Making Inferences**  
 ✓ Get Ready to Read  
 ✓ Make Inferences While Reading  
 ✓ Time to Read  
 ✓ Time to Reflect

**2**  
**Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ Know what to do

**4**  
**Notice the Work You Did While Reading**  
 ✓ Think  
 ✓ Reflect  
 ✓ Write

*Diary of a Worm*  
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**Asking Questions**  
 ✓ Get Ready to Read  
 ✓ Ask Questions While Reading  
 ✓ Time to Read  
 ✓ Time to Reflect

**2**  
**Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ Know what to do

**4**  
**Notice the Work You Did While Reading**  
 ✓ Think  
 ✓ Reflect  
 ✓ Write

*Diary of a Worm*  
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Making Inferences

Asking Questions

**Understanding Text Structure**  
 ✓ Get Ready to Read  
 ✓ Understand Text Structure While Reading  
 ✓ Time to Read  
 ✓ Time to Reflect

**2**  
**Learn About Comprehension Strategies**  
 ✓ Think about the text you read  
 ✓ Know what to do

**4**  
**Notice the Work You Did While Reading**  
 ✓ Think  
 ✓ Reflect  
 ✓ Write

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Understanding Text Structure

**Answer Key for Making Connections with Diary of a Worm**

**Your Turn to Practice Making Connections with Diary of a Worm**

**Page 6:** When and Spider seem to be good friends. Do you have a friend you enjoy spending time with? What kind of things do you do together?

**Page 14:** The worm seems to have a lot of worries. What else might worms have to worry about?

**Page 20:** What are you wondering now? Is your question about the characters, the problem, or the world in the book?

**Page 32:** What did you learn about the worm? Do you have any more questions? If so, what is your question?

**Answer Key for Making Inferences with Diary of a Worm**

**Your Turn to Practice Making Inferences with Diary of a Worm**

**Page 6:** Look at the pictures. What can you infer would happen if spider didn't catch worm in his web? Why do you think so? How do you know?

**Page 14:** Make an inference about how worm feels when Spider let out of his tree. How do you think worm felt? What do you think Spider was thinking? Why do you think so?

**Answer Key for Asking Questions with Diary of a Worm**

**Your Turn to Practice Asking Questions with Diary of a Worm**

**Page 4:** What are you wondering at this point in the story? How will your question help you to better understand the book?

**Page 8:** The worm seems to have a lot of worries. What else might worms have to worry about?

**Page 20:** What are you wondering now? Is your question about the characters, the problem, or the world in the book?

**Page 32:** What did you learn about the worm? Do you have any more questions? If so, what is your question?

**Answer Key for Understanding Text Structure with Diary of a Worm**

**Your Turn to Practice Understanding Text Structure with Diary of a Worm**

**Page 4:** What do you notice about the structure of the book? What text features do you notice?

**Page 11:** How does the author write the word SCREAMED in all capital letters. Why do you think she did that?

**Page 14:** The author uses speech bubbles quite often in the story. How do the speech bubbles help you to better understand the story?

**Page 18:** The author uses a lot of sequencing and description to tell about the worm's life. Why do you think the author used these text structures?

**Page 32:** The last sentence in the story is "But, like Mom always says, the earth never forgets we're here." How does this sentence help the reader understand the author's purpose and message?

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Practice Pages and Answer Keys

# Writing About Reading with Optional CCSS Alignment

The diagram illustrates how a reader's notebook page is structured. It features three identical sections, each titled "Diary of a Worm: Making Inferences". Each section contains a strategy-based prompt: "What do you think worm is trying to teach us in the story? What does he want us to remember?". Below the prompt is a checkbox for the "I Can" statement: "I can find the main message in a story." and the CCSS alignment code "CCSS: RL.2.2".

Annotations with red arrows point to these elements:

- "I Can" Statement points to the checkbox.
- Strategy and Text Based Reader's Response Prompt points to the question.
- Common Core State Standard points to the CCSS: RL.2.2 code.

A "Common Core Free Option" is shown as a separate notebook page that contains only the strategy-based prompts without the "I Can" statements or CCSS codes.

At the bottom left, a stack of various comprehension strategy graphic organizers is shown, including "Making Connections", "Making Inferences", "Asking Questions", and "Understanding Text Structure".

Reading Response Prompts for Each Comprehension Strategy Lesson Plan

## 4 Comprehension Strategy Graphic Organizers

**Making Connections**

**Title:** Think about the book. What does the book remind you of?

What type of connection did you make?  
 Text to Self    Text to Text    Text to World

Draw a picture of your connection in the box below.

**Directions:**  
 1. Answer each of the questions.  
 2. Carefully cut on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Making Connections

**Making Inferences**

What the Text Says	What I Know	What I Can Infer
Look for clues in the text and evidence.	What do you know about the author?	Draw, imagine, think, predict.

**Directions:**  
 1. Answer each of the questions.  
 2. Carefully cut on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Making Inferences

**Asking Questions**

**Title:** Question Sentence Starters

I wonder... Why didn't... How does...  
 I am confused... I am curious about... I am not sure why...

Question	Answer

**Directions:**  
 1. Answer each of the questions.  
 2. Carefully cut on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Asking Questions

**Understanding Text Structure**

**Title:**

Text Structure	Where the Text Structure was Used	How the Text Structure Helped Me
	Page: _____	
	Page: _____	
	Page: _____	
	Page: _____	

**Text Structures You Might See While Reading:**  
 Description   Sequence   Cause and Effect

**Directions:**  
 1. Answer each of the questions.  
 2. Carefully cut on the dotted line.  
 3. Glue, tape, or staple into your reader's notebook.

Understanding Text Structure