



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: Wonderful
Tunnel



Materials Needed

Wonderful Worms by
Linda Glaser
Chart paper
Marker



Also Promotes

Science

Wonderful Worms

by Linda Glaser

Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *Wonderful Worms*. Two novel words will be introduced today: wonderful (title and page 11) and tunnel (page 17). Write the following at the top of the chart paper: Words We Understand.

BEGIN: Let's get ready to listen to a book.

[Display cover of book.]

This is the cover of our book. What do we think our book might be about?

[Follow-up prompt, if needed: "What do we see on the cover of the book?"]

EXPLAIN: We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book.

ACT: Let's look at a chart that will help us as we learn new words.

[Display chart.]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[Point to each word as you say it.]

The title of our book is *Wonderful Worms*.

[Point to words as you say them. The title of the book includes one of today's novel words. Provide the definition as you read the title. Example: "The title of our book has one of our new words. Our book today is about wonderful worms. **Wonderful** means something that is very good.

Point to and say the names of the author and illustrator.]

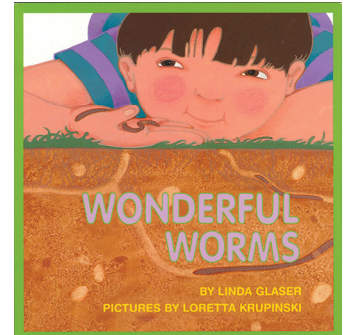
EXPLAIN: Let's talk about another word in our book. Another word in our book is tunnel. **Tunnel** means to dig long narrow spaces under the ground.

ACT: I will write these two words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]



Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]

ASK: *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (what worms do and how worms help gardeners)
- Who were the main characters in our book? (worms)
- What happened first? (tells us where worms live)
- What happened next? (tells how worms help gardeners)

[Point to and read each word on your chart.]

- What does “wonderful” mean? (something that is very good)
- What does “tunnel” mean? (to dig long narrow spaces under the ground)

[Promote children’s understanding of novel words introduced today by elaborating on children’s comments about a word’s meaning or again defining the word. Reread the book’s sentence with the novel word. Example: “We learned about the word ‘tunnel.’ Remember, to tunnel is to dig long narrow spaces under the ground. ‘Earthworms mix and turn the dirt as they dig and tunnel in the earth.’” Point to and describe pictures on pages 11, 15, and 17 in the book that are directly related to the novel words.]

RECAP: Today we read a book about worms. We learned how worms live under the ground and how they help make the soil better for gardens. We talked about the words “wonderful” and “tunnel.”

Scaffolding Tips

Extra support ■ As you read the book, point to and describe in your own words the images of worms in book illustrations. The appealing images of animals and plants are likely to be of interest to many children. Help children identify the above-ground animals and plants, if they are interested, while also drawing attention to below-ground pictures of worms. ■ Display and describe an object in the room related to a novel word. Example: if you have a fabric tunnel children use for large motor time, you can show the tunnel and talk about how it might be similar to a worm’s tunnel underground. Invite children to pretend they are worms tunneling in the earth.

Enrichment ■ Invite children to describe their experiences with worms. Have they ever held a worm? Where can they see worms? Have they ever seen a worm tunneling into the ground? ■ If you read the book after the letter W has been introduced (Week 25), restate the book title (giving emphasis to the beginning sound of each word) and ask children what letter and letter sound we hear. Point to the letter.

FIRST
READING

DAY
1

Understanding Words *continued*



Center Activity

Provide dirt, leaves, and plastic worms in the sensory table. Encourage children to have their worms dig tunnels and eat the dirt and leaves to make better soil.



Family Child Care

Encourage school-age children to retell *Wonderful Worms* to younger children, using the book's pictures as a guide.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



Key Concepts

New: Gardener
Soil
Wiggle
Burrow
Stretch
Squeeze

Review: Wonderful
Tunnel



Materials Needed

Wonderful Worms by
Linda Glaser
Words We Understand
chart from Day 1
Marker



Also Promotes

Science

Wonderful Worms

by Linda Glaser

Be Prepared: This is the second of three repeated readings of *Wonderful Worms*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

BEGIN: [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *Wonderful Worms*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (what worms do and how they help gardeners)
 - Who were the main characters in our book? (worms)
 - What happened first? (tells us where worms live)
 - What happened next? (tells how worms help gardeners)

EXPLAIN: We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

ASK: What do we remember about the words we talked about on Day 1?

[*Help children recall the meaning of each novel word defined on Day 1.*]

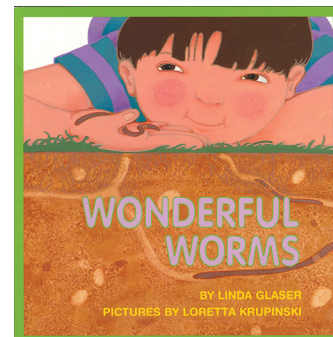
ACT: [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*

Example: "We just heard the word 'wiggly.' Did everyone hear it? 'Earthworms are fat and wiggly like my fingers and toes.' The worms in our book wiggle. Wiggle means to move around a lot."



[Below are the novel words and their definitions for this session:

- **Gardener** (page 29): Someone who takes care of plants in a garden
- **Soil** (page 19): The dirt plants grow in
- **Wiggle** (page 5): To move around a lot
- **Burrow** (page 10): A hole in the ground
- **Stretch** (page 14): To make longer
- **Squeeze** (page 14): Pressing very close together]

EXPLAIN: We learned six new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- Ask children to describe a picture related to the word. Example: "We are learning what it means to burrow. Worms burrow. What do you see in this picture (page 10) that shows burrowing?" (holes at the top of the ground leading down)
- Define a word without naming it and ask children to identify the word. Example: "What is the word we use when we make something longer?" (stretch)
- Encourage children to think about a novel word in another context. Example: "In our book, the worms wiggle. The worms moved around a lot. What other animal might wiggle? What parts of our bodies can we wiggle?"]

ASK: Our book was about worms. Our book helped us understand where worms live. Our book also helped us understand that worms do something special to the dirt to make it good for gardens. Are there other things we know about worms?

[Facilitate a discussion of book connections to children's experiences. Examples:

- "Our book today was about worms. Have you ever seen or touched a worm? What was it like?"
- "Our book today talked about soil. Soil is another word for the dirt plants grow in. Do you remember when we planted our seeds in the soil? What did the soil look like? What did the soil feel like?"
- "Today we learned about the word stretch. We stretch something by making it longer. What kinds of things have you stretched? Show us how you stretch something."]

RECAP: We learned more words today when we read *Wonderful Worms*. Let's look at our chart to remember the words we are learning to understand.

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]



Scaffolding Tips

Extra support ■ Stretch a piece of fabric or yarn as part of the discussion of the word stretch.

Enrichment ■ Promote children's comprehension of the story by inviting them to describe one or more of the following pictures: page 14, examples of the worms stretching and squeezing; page 17, the worms making tunnels in the soil; page 29, the little boy working in the garden and being a gardener.



Center Activity

Provide small blankets or large towels for children to pretend to be worms, burrowing and tunneling under the blankets or towels.



Family Child Care

Encourage children to pretend to be worms by wiggling, stretching, and squeezing their bodies.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

New: Shovel
Rot
Roots
Passageway

Review: Wonderful
Tunnel
Gardener
Soil
Wiggle
Burrow
Stretch
Squeeze



Materials Needed

Wonderful Worms by
Linda Glaser
Words We Understand
chart from Days 1 and 3
Marker



Also Promotes

Science

Wonderful Worms

by Linda Glaser

Be Prepared: This is the third of three repeated readings of *Wonderful Worms*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.

BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *Wonderful Worms*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (what worms do and how they help gardeners)
 - Who were the main characters in our book? (worms)
 - What happened first? (tells us where worms live)
 - What happened next? (tells how worms help gardeners)

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

ACT: The author of our book is Linda Glaser. The illustrator of our book is Loretta Krupinski.

[*Point to each name as you identify the author and the illustrator.*

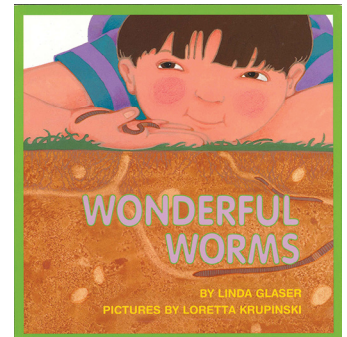
Point to where to begin to read on the first text page of the book.]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

Pause to briefly define words identified for today's session using the following approach:

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*



Example: "I just read the word 'roots.' Did everyone hear it? 'They live where it is cool and dark and damp, where roots spread out like underground trees.' The word 'roots' means the part of the plant that grows down in the dirt. The worms live underground like the roots of plants."

Below are the novel words and their definitions for this session:

- **Shovel** (page 11): A scoop with a long handle, used for digging
- **Rot** (page 23): Living things like leaves that rot get old and yucky
- **Roots** (page 7): The part of a plant that is usually in the soil
- **Passageway** (page 10): A long tunnel under the ground]

EXPLAIN: We learned three new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand or know about each word.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "Please look at this picture (page 7) of a tree and bird. What part of the plant is under the ground?" (roots)*
- *Define a word without naming it and ask children to identify the word. Example: "The worms make long tunnels under the ground. What's another word for a long tunnel?" (passageway)*
- *Encourage children to think about a novel word in another context. Example: "Gardeners use shovels to dig in the dirt. What else could we dig with a shovel?"]*

ASK: Different types of things happened in our book. Let's talk about why some things may have happened.

[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:

- *"Our book says that worms feel sounds with their whole bodies. Why would it feel like thunder when someone walks on the ground above a worm?"*
- *"Our book shows many tunnels that worms make when they stretch and squeeze through the soil. What do you think worms might do if there is a lot of rain and the soil gets flooded?"*
- *"Worms help the soil get soft and airy. Soft and airy soil helps the roots of a plant to breathe and grow. What might happen to the soil if we did not have worms? What might happen to plants if there were no worms?"]*

RECAP: We learned more about our book today by talking about why some things happened in our book. We also learned more words today when we read *Wonderful Worms*. Let's look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word's use in the book if children cannot recall.]

 Scaffolding Tips

Extra support ■ If children seem unclear about the word "rot," use an example from your playground. Example: Remind children that when the leaves started to fall off of our trees, some leaves on the ground got mushy and brown. They were rotting. ■ Talk with children about the animals (such as chipmunk, dog, snail) pictured above the ground. Invite children to recall names of animals identified in earlier readings of the book. Children may wish to ask or tell about animals of keen interest. Draw attention to the below-ground images of worms, the topic of the book.

Enrichment ■ Ask children if they were surprised that worms eat dirt and leaves. Ask children if some other things that happened in the book were a surprise to them (they did not expect to learn). Why? ■ Incorporate into book discussions the factual information about worms offered at the end of the book as children seem interested.

 Center Activity

Add small shovels to the dirt and worms in the sensory table. Encourage children to pretend to be gardeners and encourage discussion about how worms help things grow.

 Family Child Care

Encourage older children to "act out" *Wonderful Worms* to younger children in your setting by retelling the story using the book's pictures as a guide.